

Year group: 1	Subject Area: History	Unit 1: Within Living Memory	Subject Leader: A McLoughlin
Prior linked knowledge EYFS – Understanding of the world: remembers and talks about significant events in their own experience. Recognises and describes special times or events for their family.	National curriculum objectives Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Future linked knowledge Be able to order objects chronologically using a time line (life of a famous person) Knowing life was different in the past (event a person from a long time ago)	
Notes	Cross-curricular links PSHE: looking at yourself now and as a baby Art: Using IT to make a picture of the toys, drawing of the toys	Possible hooks/enrichment activities Looking at a range of toys Artefact boxes from Sunderland Museum	
Lesson Sequence			
Toys			
Lesson 1 <i>What is history?</i> To know what history is and to know that some objects are new, some are old and that they were used a long time ago.	Lesson 2 <i>Which toys did previous generations play with? How are toys that previous generations played with different to our toys that we play with now?</i> To know that the toys that their parents played with will be different from their toys. To identify toys that are old or came from the past. To know which toys are old and which are new. To identify the ways in which they are different.	Lesson 3 <i>What chronological order can we put the toys in?</i> To know what a timeline is and that objects are placed on it in a chronological order. To know which objects are the oldest and which toys are the newest and why.	Lesson 4 <i>What are these older objects/toys used for?</i> <i>To know the uses of different toys or objects and who might use them.</i>
Key vocabulary (specific vocabulary will depend on what is focused upon in each lesson)			
History Old New Long time ago	In the past Generations Parents Grandparents	Chronological order Time line Oldest Newest	Older Uses Belongs to

	New Modern Electricity Battery		
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Key skills throughout unit

- To know and understand what the history means
- Put objects in chronological order from recent history
- Identify the main differences between old and new objects
- To discuss what objects/toys might be used for
- Use language such as old, new, long time ago
- Answer questions using an artefact or a photograph
- Answer questions using a range of artefacts

Year group: 1	Subject Area: History	Unit 2: Local History	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
Knowing what history is and that famous people and objects from the past are important today	Significant historical events, people and places in their own locality	Knowing about the history of the area near their school
Notes	Cross-curricular links	Possible hooks/enrichment activities
	Art: drawing/painting objects from the old school	Use of old photographs Old rocking horse from the old school building Looking at the parts of the school that still exist (wall around the play park, girl/boy entrance signs from old school in the courtyard) Speaking to a parent/teacher that taught in or went to the old school.

Lesson Sequence

A Study of the Old Grangetown Primary School

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<i>How can we find out about the past? What did our school look like in the past?</i>	<i>Why was the old Grangetown Primary School demolished? How were the school days different in the old school compared to ours today?</i>	<i>What are the artefacts/objects that were used in the old school?</i>	<i>Why does change happen?</i>
To know that we can find out about the past by looking at objects, photographs		To know the names of some of the objects that were used in the old school	To know that things change over time and there is a need for it. To know that this is due to buildings getting older and not

<p>and things around us. To know our school looked different in the past and why.</p>	<p>To know when the old school was built and when it was demolished. To know why buildings have to be demolished and why Grangetown School was demolished. To know as well as the school building changing, what the children did and they were taught was different. To know and understand some of the differences. Interview with a teacher or parent who worked or attended the old school</p>	<p>(chalkboards, bells etc.). To know why these aren't used today and why some objects we use in school today were not used then (iPads, computers etc.).</p>	<p>being in good condition, technology changing and improving etc.</p>
<p>Key vocabulary (Specific vocabulary will depend on who the famous person is)</p>			
<p>Artefacts Past</p>	<p>Demolished Dangerous Lessons Uniform Equipment Technology School day</p>	<p>Artefacts Change Technology Chalkboards bell</p>	<p>Change Technology</p>
<p>Key skills throughout unit</p>			
<ul style="list-style-type: none"> • Use language such as old, new, long time ago • Answer questions using an artefact or a photograph • Answer questions using a range of artefacts • To make predictions using the knowledge they have • Put objects in chronological order from recent history • Identify the main differences between old and new objects 			

Year group: 1		Subject Area: History		Unit 3: Study of a famous person within the UK		Subject Leader: A McLoughlin					
Prior linked knowledge		National curriculum objectives				Future linked knowledge					
Knowledge of what history is and knowledge that history is about the past		The lives of significant individuals in the past who have contributed to national and international achievement. Some should be used to compare aspects of life in different periods.				Knowing about a famous person from outside the UK					
Notes		Cross-curricular links				Possible hooks/enrichment activities					
		English: story of the famous person Art: drawing a portrait of the famous person Computing: researching the famous person				Looking at objects and pictures about the famous person Hot seating activity Artefact boxes from Sunderland Museum					
Lesson Sequence											
Lives of Significant People											
Lesson 1 <i>What does it mean to be famous? Can you name someone who is famous and why you think they are famous? How does someone become famous?</i> To know what it means if a person is famous. To know that many types of people can be famous. To know the different ways that a person can become famous		Lesson 2 <i>Who is the famous person?</i> To know who the person is and why they are famous. To know when this person was born, died and where they lived in the UK. *possible famous people could include: Guy Fawkes, LS Lowry, Beatrix Potter or Grace Darling.		Lesson 3 <i>What events lead up to this person becoming famous?</i> To know and understand the events that led up to making this person famous.		Lesson 4 <i>What key event made that person famous?</i> To know the key event that made that person famous and how it links to the events that led up to it.		Lesson 5 <i>What impact did the key event have on a person's life?</i> To know how a key event changed that person's live life. To know if it was a good or bad change?		Lesson 6 <i>How did this famous person have an impact on people's lives today?</i> To know how and what the famous person did in the past has an impact on our lives today.	
Key vocabulary											
Fame Famous		Born Died Lived		Events Timeline		Key event		Impact Changed		Impact Now	

Key skills throughout unit
<ul style="list-style-type: none"> • Use language such as old, new, long time ago • Place events in chronological order • Answer questions using an artefact or a photograph • Answer questions using a range of artefacts • To explain what the word famous means • To make predictions using the knowledge they have • To find out more about a famous person from the past and carry out some research on him/her

Year group: 2	Subject Area: History	Unit 1: A Study of a Famous Event	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
Study of a famous person who had an impact in the past and today	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)	To know other key events through history and the impact they have had
Notes	Cross-curricular links	Possible hooks/enrichment activities
	English: stories about the famous event Drama/music: acting out the famous event	Look at objects linked to the event Photographs/ film footage of the event

Lesson Sequence

Beyond Living Memory				
Lesson 1 <i>What is the famous event which happened before your grandparents were born?</i> To know what the famous event is and that it happened a long time ago. To know the key events of the story	Lesson 2 <i>How did the era affect the event?</i> To know that the event was affected or caused by the era/time it happened in. To know that the event may not have happened today due to different circumstances	Lesson 3 and 4 <i>What happened that led up to the event?</i> To know that there were key events which led up to the famous event. To know the chronological order in which these happened and why	Lesson 5 <i>Who are the significant people that were involved in the event?</i> To know which people were significant to the event and why. To know if they caused the famous event or were affected by it	Lesson 6 <i>How did the event affect the lives of the people at the time? How did the event affect the lives of children? How does the event impact the lives of people now?</i> To know and understand that the famous event affected the lives of people's lives at the time. To know if effect was positive or negative. To know and

				understand how the event affected the lives of children. To know that even though the famous event happened in the past, it still has an impact on people's lives today. To know and understand why it has an effect.
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Key vocabulary (Specific vocabulary will depend on what the famous event is)

Famous Before I was born Past	Era Effect Circumstances	Time line Chronological order Events	Significant people King Charles II Samuel Pepys Thomas Farriner	Affects Positive Negative Today/modern times Impact
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Key skills throughout the unit

- Sequence events in chronological order and give reasons
- Understand that significant event's 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 about 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 time lines can vary in time length

Year group: 2	Subject Area: History	Unit 2: Lives of Significant People	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
Study a famous person who had an impact in the past and today. Know what it means to be famous.	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.	To know other figures from history and the impact they have had on people's lives

Notes	Cross-curricular links			Possible hooks/enrichment activities	
	PSHE: To reflect on a person's life and what lessons we can learn from them. Geography – country and continent the person comes from			Look at objects linked to that person Look at photographs/film footage about that famous person Hot seating activities	
Lesson Sequence					
A Study of a Famous Person					
Lesson 1 <i>Who is this person and why are they famous in history?</i> To know who the famous person is and why they are famous. To know when this person was born, when they died and where they lived. *Possible famous people could include Christopher Columbus, Rosa Parks, Amy Johnson, Amelia Earhart or Martin Luther King	Lesson 2 <i>What are the key events in the life of that famous person?</i> To know the events that happened in that famous person's life. To know the order in which they happened and why	Lesson 3 <i>How did that famous person impact people around the world?</i> To know that the life of that famous person had a global impact. To know and understand what these impacts were.	Lesson 4 <i>How did that famous person and what they did affect different groups of people?</i> To know the life and what the famous person did affected did groups of people in different ways. To know and understand which people were affected and why. Emelia Earhart and the women of aviation world then.	Lesson 5 <i>Why can we learn from the actions of that famous person?</i> To know that we can learn lessons from the actions of that famous person. To know what these lessons are what they teach us.	Lesson 6 <i>What impacts do famous people have across the generations?</i> To know that the lives and actions of famous people can have an impact that last a long time (across generations). To know and give examples of these
Key vocabulary (Specific vocabulary will depend on who the famous person is)					
Born Died Lived	Time line Key events Chronological order	Impact Global	Impact Affect	Lesson 5 Lessons	Lesson 6 Span Generations
Key skills throughout the unit					
<ul style="list-style-type: none"> • Sequence events in chronological order and give reasons • Understand that significant event's 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 about 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 time lines can vary in time length

Year group: 2	Subject Area: History	Unit 3: Local History		Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge	
The life of a significant individual from the past who has contributed to national and international achievements	Significant historical events, people and places in their own locality		To know about another significant local individual – Jack Crawford	
Notes	Cross-curricular links		Possible hooks/enrichment activities	
Use of Local History Library@ETR (Sunderland Council) for a factsheet about Harry Watts (History Subject Lead has a copy)	Geography: Locate places linked to Harry on an historical map English: Descriptive writing about being at sea/rescuing people		Visit to Sunderland museum to see Harry's medals Visit to Harry Watt's grave	
Lesson Sequence				
The Life of Harry Watts				
Lesson 1 <i>Who was Harry Watts?</i> Know who Harry Watts was, where and when he was born. Know about his early life – types of jobs that he had as a child	Lesson 2 <i>What was Harry's life like at sea?</i> Know what Harry's job at sea was and the places he travelled to. Know that he saved many lives while at sea and he saved lives working as a rigger in the shipyards.	Lesson 3 <i>What did Harry do when he returned to shore?</i> Know that Harry became a diver and joined the lifeboat service in Sunderland. Know about the other ways Harry saved lives (helped in rescues when County Durham mines flooded and part of the rescue part in the Tay Bridge Disaster).	Lesson 4 <i>How did the people of Sunderland recognise Harry's bravery?</i> Know that Harry was awarded medals. Know that his medals were stolen and thrown in a fire – people of Sunderland paid for replacements. Know the medals are on show at Sunderland Museum. *This can be taught as part of a visit to Sunderland Museum.	Lesson 5 <i>What happened to Harry Watt?</i> Know that Harry wasn't well off in old age. Know he was helped by philanthropist Andrew Carnegie Know when Harry died and where *This can be taught as part of the visit to Sunderland Museum.

Key vocabulary				
East End Mariner Breadwinner Shilling Sixpence Weaver Apprentice sailor	Quebec Drowning Rigger Shipyards	Diver Sunderland Lifeboat and Life Brigade Services Lambton Drops Tay Bridge Disaster	Medals Replacements Sunderland Museum	Philanthropist Hero Fund Legacy
Key skills throughout the unit				
<ul style="list-style-type: none"> • Sequence events in chronological order and give reasons • Understand that significant event's 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 about 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 time lines can vary in time length 				

Year group: 3	Subject Area: History	Unit 1: Chronology (Stone Age to 1066) Stone Age	Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge
To know what chronological order is To know what history is To understand that artefacts teach us about the past	Changes in Britain from the Stone Age to the Iron Age		To know that a period of time becomes a civilisation To know that societies had structure
Notes	Cross-curricular links		Possible hooks/enrichment activities
Book – The Stone Age Boy	Science: Rocks and Soils Art: Cave art and making jewellery		Stone age workshop or survival workshop

Lesson Sequence						
Stone Age						
<p>Lesson 1 <i>What is prehistory?</i></p> <p>To know what is meant by prehistory. To identify where it comes on a timeline and why it is at the beginning. Talk about how we know about prehistory because of artefacts rather than written documents.</p> <p>To know what the Stone Age is and that it is divided into 3 distinct periods.</p>	<p>Lesson 2 <i>What were the settlements like in the different Stone Ages?</i></p> <p>To know how settlements differed across the 3 Stone Age periods. To know what their dwellings were like and why they changed over time.</p>	<p>Lesson 3 <i>How did the materials used by the Stone Age changed across the period?</i></p> <p>To know which materials Stone Age people used for making tools and weapons. To know how and why these changed over the 3 periods.</p>	<p>Lesson 4 <i>How did the materials used by the Stone Age changed across the period?</i></p> <p>To know which materials Stone Age people used for making clothes and jewellery. To know how and why these changed over the 3 periods.</p>	<p>Lesson 5 <i>What is the Bronze Age?</i></p> <p>To know that the Bronze Age followed the Stone Age and why it was called the Bronze Age. To identify some of the changes from the Stone Age (tools, weapons, homes etc.).</p>	<p>Lesson 6 <i>What is the Iron Age?</i></p> <p>To know that the Iron Age followed the Bronze Age and why it was called that. To identify some of the changes from the Stone Age (tools, weapons, homes etc.).</p>	<p>Lesson 7 <i>What happened after the Iron Age?</i></p> <p>To know when the Iron Age ended and that the Roman civilisation followed in Great Britain.</p>
Key vocabulary						
Archaeologists Prehistory Artefacts Neanderthals Palaeolithic (Old Stone Age) Mesolithic (Middle Stone Age) Neolithic (New Stone Age) Hunter-gatherer	Dwelling Caves Conical frame Timber Stone Midden	Bone Flint Animal skin	Clay Shells Stones	Bronze Bronze as an alloy (tin and copper) Weapons Tools	Iron Ore Smelting	Romans Empire Julius Caesar
Key skills throughout unit						
<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 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
- To place key periods of time chronologically in a time line
- Begin to use more than one source of information to bring together a conclusion about an historical event
- Use specific search engines on the internet to help them find information more rapidly.

Year group: 3	Subject Area: History	Unit 2: Local History	Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Knowing that an area can change in its use, buildings and jobs.	<ul style="list-style-type: none"> • A local history study linked to periods of time studied under chronology,, or a local study that could extend beyond 1066 		<ul style="list-style-type: none"> • To know that industries and land use we have now will change
Notes	Cross-curricular links		Possible hooks/enrichment activities
Use of Local History Library@ETR (Sunderland Council) for factsheets about local industries.(History Subject Leader has copies) There may be other industries that could be looked at, such as pottery.	Geography: Locating on historical maps where industries of the past were found		<ul style="list-style-type: none"> • Coal, Glass and Ships workshop at the Sunderland Museum • Visit the places discussed to see how they have changed – river walk
Lesson Sequence			
How Industry has Changed in Sunderland			
Lesson 1 <i>What industries did Sunderland have in the past?</i> Know what industries Sunderland was famous for in the past – shipbuilding, coal mining, glass making. Know where in Sunderland these industries were found	Lesson 2 <i>How has the land use changed in Sunderland (coal mining)?</i> Know that the Stadium of Light was built on Monkwearmouth Colliery. Know why the stadium has that name. Know why there is a Davy Light monument outside of the stadium.	Lesson 3 <i>How has the area around the River Wear changed?</i> Know that ship building is no longer a major industry and so the use of the River Wear and surrounding areas has changed. Know which changes have taken place (building of bridges, marina etc.)	Lesson 4 <i>What modern industries have replaced those from the past?</i> Know that local industry has changed and why. Know that car manufacturing is important to Sunderland (Nissan). Know the timeline of Nissan in Sunderland (when it was built, types of cars etc.
Key vocabulary			
Industry River Wear Ship building Coal mining Glass making	Stadium of Light Davy Lamp Colliery Coal mining	River Wear Ship building	Car manufacturing Nissan

Key skills throughout unit
<ul style="list-style-type: none"> • 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

Year group: 3	Subject Area: History	Unit 3: Ancient Ancients (approx.. 3000 years ago) Ancient Egyptians	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
To know that societies change over time To know what a civilisation is	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt	Knowledge of further ancient civilisations (Mayans and the Greeks)
Notes	Cross-curricular links	Possible hooks/enrichment activities
	Geography: locating where Egypt is in the world and the River Nile DT: making a shaduf Maths: pyramids	Workshop at the Oriental Museum, Durham or at the Museum of the North Looking at artefacts – what are they and what where they used for

Lesson Sequence

Ancient Egyptians

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p><i>Which advanced societies were around 3000 years ago?</i> <i>Who lead the civilisation of the Ancient Egyptians?</i></p> <p>To know what is meant by ancient society/civilisation. To know which societies are classed as being ancient. To know the chronological order of these societies.</p> <p>To know that the Ancient</p>	<p><i>How was the society structured and how did it change over time?</i></p> <p>To know that the society was structured as a hierarchy and was a class system. To know which people were at which level of the class system.</p>	<p><i>What were the pyramids and why were they built?</i></p> <p>To know what the use of the pyramids were and why they were important to the Egyptians. To know the processes involved in building them</p>	<p><i>How did religion influence daily life?</i></p> <p>To know that religion was an important part of Egyptian life. To know that they worshipped gods and goddesses and they take different forms.</p>	<p><i>What was mummification?</i></p> <p>To know the process/stages involved in mummification. To know the significance of the process for the Ancient Egyptians</p>	<p><i>Why was the River Nile important?</i></p> <p>To know where the River Nile is located in Egypt. To know how it was used by the Ancient Egyptians and the importance of it in their daily lives.</p>

Egyptians were led by pharaohs and those were part of a dynasty. To know who Tutankhamen was and when he ruled.					
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Key vocabulary

Society Ancient Advanced Egypt Sumer Indus Valley Shang Dynasty Pharaohs Tutankhamen Supreme leader Dynasty	Pharaoh Viziers High priests & Nobles Officials, scribes Craftsmen Slaves, labourers and peasants	Pyramid Burial places/monuments Afterlife Limestone	God Goddesses	Mummification Afterlife Canopic jars High priests Embalming	River Nile Canals Delta Irrigation Farming
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Key skills throughout unit

- Use a timeline to show main events within a period of history
- Recognise the part that archaeologists have had in helping us understand more about what happened in the past
- 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
- To place key periods of time chronologically in a time line
- Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them
- 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 group: 4		Subject Area: History		Unit 1: civilisations from 1000 years ago – The Mayans		Subject Leader: A McLoughlin	
Prior linked knowledge		National curriculum objectives				Future linked knowledge	
Knowing that archaeologists have helped us to understand about the past. Knowing about the structure and of the Ancient Egyptian civilisation		A non-European society that provides contrasts with British history – Mayan civilisation				To know that Greek society was also organised in a hierarchal way. To know that religion was also important to the Romans and Greeks.	
Notes		Cross-curricular links				Possible hooks/enrichment activities	
Book – The Chocolate Tree		Maths: reading calendars and the Mayan number system DT: making tiles and steles using clay Geography: using an atlas or map to locate countries				Mayan Day Use of artefacts – children to predict who uses the artefacts and what they were used for.	
Lesson Sequence							
Mayan Civilisation							
Lesson 1 <i>Where are the Mayans in the historical time line?</i> Identify where the Mayans come on a timeline. To know which modern day countries the Mayans inhabited.	Lesson 2 <i>Where and when were the remains of the Mayan civilisation discovered?</i> To know who discovered the remains of the Mayan civilisation and when.	Lesson 3 <i>Why the Mayans considered an advanced society in relation to that period of time in Europe?</i> To know that the Mayans were an advanced society compared to societies in Europe. To know that the Mayans invented hieroglyphs, astronomy, calendar system and zero in the Maths system.		Lesson 4 <i>Which buildings were important and how do these compare with modern life?</i> To know that the Mayans built pyramids, palaces and temples. To know why these were important to the Mayans and what they were used for. To name some of the important buildings	Lesson 5 <i>How was Mayan society organised?</i> To know that the Mayan society was divided into city states. That within each city state people were divided into a social group	Lesson 6 <i>What religious beliefs influenced their daily lives?</i> To know that religion was an important part of Mayan life. To know what some of the nature gods represented and why they were considered important. To know how the Gods were worshipped.	Lesson 7 <i>What was Mayan daily life like?</i> To know that that there were specific roles for children, men and women in Mayan society. To know what homes they lived in and what they farmed.
Key vocabulary							
Mayan Mexico Belize Guatemala El Salvador	Herman Cortes Conquistadors Colony Mesoamerica	Astronomy Solar calendar – Haab Hieroglyphs Codices Long calendar		Temples Palaces Pyramids Worship Chichen Itza	City state Absolute monarchy King Nobles/priests Palace officials	Nature gods Ritual Ceremony Sacrifices Afterlife	Huts Crops Maize Sacred Merchants

Honduras			Sacred	Merchants and traders Farmers Labourers Slaves	Underworld	Farmers
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Key skills throughout unit

- 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 compare and contrast information
- Give more than one reason to support an historical argument
- 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
- Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them
- 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 group: 4	Subject Area: History	Unit 2 : Ancient Greece	Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Knowing how Mayan society was organised in a hierarchal way. Knowing that religion had a major impact on Mayan life. Use of artefacts to learn about Mayan life	Ancient Greece – a study of Greek life and achievements and their influence on the Western world		Use of artefacts to learn about Roman society How Roman life was structured
Notes	Cross-curricular links		Possible hooks/enrichment activities
Greek Myths	Art: features of art from different historical periods. Drawings of body language in sketches and paintings and pottery Geography: using an atlas or a map English: reading and retelling of Greek myths		Greek Day Use of artefacts – children to predict who uses the artefacts and what they were used for.

Lesson Sequence					
Greek Life and Their Influence on the Western World					
<p>Lesson 1 <i>Where are the Ancient Greeks in the historical time line?</i></p> <p>Identify where the Ancient Greeks come on a timeline. To know the location of Greece in the world and its islands</p>	<p>Lesson 2 <i>What are the main characteristics of the Athenians and Spartans? Describe the differences between the two main civilisations?</i></p> <p>To identify who the Athenians and Spartans are. Locate the places on a map. Identify the characteristics of the Athens and Sparta. To know the differences between the two civilisations and compare and contrast the civilisations of Athens and Sparta</p>	<p>Lesson 3 <i>What was the structure of society and understand how life differed for people in each group?</i></p> <p>To know that Ancient Greece was divided into city states and that society was divided into social classes. To know what life was like for citizens in each class.</p>	<p>Lesson 4 <i>What influence did the gods have on Ancient Greece?</i></p> <p>To know that Ancient Greece had a religious system - this consisted of gods and goddesses. To know that the gods and goddess controlled aspects of their life. To know that temples were important for worship</p>	<p>Lesson 5 <i>What were the Ancient Greek Olympics?</i></p> <p>To know that the Ancient Greeks held national sport festivals, with the most important being the Olympic Games. To know when the first Games was held. To know the sports that were involved in the Olympics and that it was part of a religious festival. To know how the modern Olympics differs from the Ancient Olympics</p>	<p>Lesson 6 <i>How did the Ancient Greek civilisation influence the modern world?</i></p> <p>To know how the Ancient Greek civilisation has influenced the modern world, e.g democracy. To know what democracy and how it was organised in Ancient Greek times. To know how democracy in Greek times differs to democracy in the UK</p>
Key vocabulary					
<p>Chronological order Time line</p>	<p>Athens Sparta Characteristics Civilisation Compare Contrast</p>	<p>City states Social classes</p>	<p>God Goddess Temple Gaia (the Earth) Uranos (the sky) Mount Olympus</p>	<p>Gymnasiums Athletes Olympia Zeus Religious festival</p>	<p>Democracy Ekklesai Boule Dikasteria Vote Elect</p>

Key skills throughout unit
<ul style="list-style-type: none"> • Use a timeline to show main events within a period of history • Research two versions of the same event and say how they differ • Begin to appreciate that how we make decisions has been through a Parliament for sometime • Give more than one reason to support an historical argument • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they found out • Explain how events from the past have helped shape our lives • Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them • To compare and contrast differences between two civilisations • To explain that something which has happened in the past can affect the way we live today

Year group: 4	Subject Area: History	Unit 3: Local History	Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge
Knowing that an area can change in its use, buildings and jobs (Industrial Sunderland)	A local history study linked to periods of time studied under chronology or a local study that could extend beyond 1066		To know more about the life and times of the Victorians
Notes	Cross-curricular links		Possible hooks/enrichment activities
Use of Local History Library@ETR (Sunderland Council) for a factsheet about the event (History Subject Leader has a copy) The Disaster is remembered every year with a ceremony in Mowbray Park (the school has been involved with this in the past)	English: Writing a retell of the event in the form of a diary entry or newspaper report PSHE: Thinking about what it would have been like for the children and families Art: Designing a memorial		Workshop at Sunderland Museum Visit the memorial in Mowbray Park

Lesson Sequence			
The Victoria Hall Disaster			
<p>Lesson 1 <i>What was the Victoria Hall?</i></p> <p>Know what the Victoria Hall was and where it was located in Sunderland. Know what type of events the hall was used for. Know why Victoria Hall was important to the people of Sunderland.</p>	<p>Lesson 2 <i>What was the disaster at the Victoria Hall?</i></p> <p>Know when the disaster took place and who was involved. Know what the disaster was and the reasons it occurred. What</p>	<p>Lesson 3 <i>How was the disaster recorded?</i></p> <p>Know the disaster was reported throughout the country. Know about different accounts of the incident and how it affected the people of Sunderland</p>	<p>Lesson 4 <i>What happened after the tragedy?</i></p> <p>Know that Queen Victoria was informed of the disaster and that a poem was written about it. Know that money was raised for funerals and that some of the money was used to build a memorial. Know that the disaster led to a change in the law that is still in place today.</p>
Key vocabulary			
<p>Gothic style building Dress circle Gallery Venue Public meetings Entertainments</p>	<p>Travelling entertainers 'the greatest treat for children ever given' Suffocated Sunday School</p>	<p>National newspapers Eye-witness accounts</p>	<p>Queen Victoria Condolences William McGonagall poet of 'The Sunderland Calamity' Memorial Inquest Parliament Law</p>
Key skills throughout unit			
<ul style="list-style-type: none"> Summarise the main points from a local event and explain the order in which key events happen 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 			

Year group: 5	Subject Area: History	Unit 1: Chronology (Stone Age to 1066) – The Romans	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
To know what Britain was like before the Romans invaded To know how different aspects of the Iron Age might have affected the success of the Roman invasion	The Roman Empire and its impact on Britain	To know that the inventions introduced by the Romans had an impact on other historical era(use of roads, water systems)
Notes	Cross-curricular links	Possible hooks/enrichment activities
Class novel - Queen of Darkness	Geography: use of an atlas or a map English: reading and retelling of Roman stories. Historical fiction book, e.g. Queen of the Darkness	Roman Day Use of artefacts - children to predict who uses the artefacts and what they were used for. Visit to local Roman sites (Arbeia or Segedunum)

Lesson Sequence

The Roman Empire and its impact on Britain

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<i>Where are the Romans in the historical time line?</i>	<i>How did Britain become part of the Roman Empire?</i>	<i>What did the Romans build after they settled in Britain?</i>	<i>What were houses like in Roman Britain?</i>	<i>Was there resistance to the Roman invasion of Britain? Who was Boudicca?</i>	<i>Who was Julius Caesar?</i>	<i>What lasting impact did the Romans leave in Britain?</i>
Identify where the Romans come on a timeline. To know where the Roman empire came from. To compare two contrasting stories about the founding of Rome.	To know why the Romans wanted to invade. To compare the different invasion attempts and understand which was successful and why.	To know that the landscape of Britain was changed by what the Romans built. To know that Roman designed buildings and structures made a more efficient society.	To know that Romans built houses and that evidence of these still exist today. To know identify the features of the different houses.	To know that many Britons didn't want to be ruled by the Romans. To know who Boudicca was and her rebellion against the Romans.	To know about the key events in the life of Julius Caesar. To know why he was important in the Roman Empire.	To know that the Romans left a legacy in Britain and this impacts on modern Britain.

Key vocabulary

Chronological order Time line Empire	Invasion Empire Emperor	Landscape Society Roman roads	Roundhouse Villa Insulae	Britannia Iceni Tribe Queen Boudicca	General Senate Consul	Legacy Legal system Government
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	Tribes Gaul Britannia Julius Caesar Claudius	Aqueducts	Domus Mosaic Archaeologists	King Prasutagus Colchester St. Albans	Dictator Assassinate Julien calendar	Taxes Christian religion Road network
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Key skills throughout unit

- Use dates and historical language in their work
- Place events in chronological order on a timeline
- Test out a hypothesis 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 have changed and things which have stayed the same
- Appreciate that some ancient civilisations showed greater advancement than people who lived centuries after them Use dates and historical language in their work

Year group: 5	Subject Area: History	Unit 2: Anglo-Saxons and Vikings			Subject Leader: A McLoughlin	
Prior linked knowledge	National curriculum objectives			Future linked knowledge		
Knowing that Britain was divided into kingdoms and then ruled by Rome following the Roman Invasion	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			Knowing that the rule of Britain changed over the centuries many times based on religion and which country was in power at that time		
Notes	Cross-curricular links			Possible hooks/enrichment activities		
	English: Writing stories with a setting of Anglo-Saxon and Viking times Geography: locating kingdoms and villages on maps. Knowing the origin of town and city place names			Visit to Palace Green at Durham for possible Anglo-Saxon/Viking workshop		
Lesson Sequence						
Anglo-Saxon and Viking Invasion						
Lesson 1 <i>Why did the Romans withdraw from Britain in c. AD 410?</i>	Lesson 2 <i>Who were the Anglo-Saxons and when did they invade?</i>	Lesson 3 <i>How were the Anglo-Saxon settlements and villages organised?</i>	Lesson 4 <i>To know the significance of Anglo-Saxon place names?</i>	Lesson 5 <i>What were the Anglo-Saxon laws and how was justice given?</i>	Lesson 6 <i>Who were the Vikings and when and why did they invade Britain?</i>	Lesson 7 <i>How did the Anglo-Saxons resist the invasion of the Vikings?</i>
Identify why the Roman Empire ended in Britain. To know	To know that Anglo-Saxons are formed from three tribes who	To know that the Anglo-Saxons lived differently compared	To know that names of the 7 kingdoms have certain meanings and	To know that each kingdom and king had their own laws. To	To know where the Vikings came from (Demark, Norway and	To know that only the Kingdom of Wessex

that the Roman Empire was split into two separate empires: Western and Eastern. To know why Roman soldiers retreated from Britain	emigrated to Britain: Angles, Saxons and the Jutes. To know which countries they came from and when. To know that by CE600, there were 7 kingdoms: East Anglia, Mercia, Northumbria, Wessex, Kent, Sussex and Essex. Each was ruled by a king	to the Romans – in villages not busy towns. To know the types of houses the Anglo-Saxons lived in and how the villages was organised.	where they come from. To know that many towns and cities today have names that came from Anglo-Saxon times.	know that villages were divided into tithings. To know about the Wergild system of payment to victims. To know the names of the punishments given to criminals.	Sweden). To know why the Vikings invaded and how they achieved it.	was the only one to survive Viking invasion. To know that King Alfred was the King of Wessex. To know that Alfred beat the Vikings at the Battle of Ashdown. To know that the Viking King Guthrun captured Chippenham and this led to the Battle of Edington in 878 and he was defeated. To know what the Treaty of Wedmore is and the formation of Danelaw <i>resist the invasion of the Vikings?</i>
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Key vocabulary

Western Empire Eastern Empire Politicians Corruption Tribes Emperor Diocletian Invasion Vandals Vangoths Germanic tribes	Anglo-Saxons Invasion Kingdom Angles Jutes Saxons East Anglia Mercia Northumbria Wessex Essex Sussex Kent	Kingdom Settlement Villages Village chief Water source Family houses	Name origins Towns Cities Suffixes __ham __forth __ford	Justice Law Tithing Hue and cry Stoning, branding, stocks, exile Wergild Jury Oath keepers	Vikings Denmark Norway Sweden Long ships Raided Pillaged Monasteries Scotland York	King Alfred the Great Wessex Battle of Ashdown 871 King Guthrun of the Vikings Chippenham Battle of Edington 878 Treaty of Wedmore Christian Danelaw 886
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Key skills throughout unit
<ul style="list-style-type: none"> • Use dates and historical language in their work • Test out a hypothesis 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 have changed and things which have stayed the same • Appreciate that some ancient civilisations showed greater advancement than people who lived centuries after them

Year group: 5	Subject Area: History	Unit 3: Local History	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
Knowing that Britain was divided into kingdoms and ruled by Anglo-Saxon kings	<ul style="list-style-type: none"> • A local history study linked to periods of time studied under chronology or a local study that could extend beyond 1066 	Knowing about the changes which took place within Christianity
Notes	Cross-curricular links	Possible hooks/enrichment activities
Use of Local History Library@ETR (Sunderland Council) for a factsheet about Biscop and St. Peter's church (History Subject Leader has a copy)	Art: drawings of St. Peter's church English: Describing life in the monastery from the viewpoint of a monk	Visit to St Peter's Church with workshop about Benedict Biscop at Sunderland Museum

Lesson Sequence			
Benedict Biscop and St. Peter's Church			
Lesson 1 <i>Who was Benedict Biscop?</i> Know who Benedict Biscop was and about his life. Know why he is an important figure both in Christianity and locally.	Lesson 2 <i>Why did Benedict Biscop build St. Peter's monastery?</i> Know why the monastery was built and where it is found. Know the way the monastery was built and what it looked like.	Lesson 3 <i>What was life like for a monk at St. Peter's monastery?</i> Know what life was like for a monk. Know what their daily routine would have been like? Know that St. Bede (Northern Saint) lived at the monastery.	Lesson 4 <i>Why was a second monastery built at Jarrow?</i> <i>What happened to Benedict Biscop and St. Peter's monastery?</i> Know that a second monastery was built at Jarrow due to the success of St. Peter's. Know that the two monasteries are classed as twin monasteries. Know what Benedict Biscop did in his later life, how he died and where he is buried. Know that Benedict was made a patron

			saint of Sunderland. Know what remains of the original monastery and how it is used today. * This will be taught both in class and when visiting St. Peter's Church
Key vocabulary			
Born 628AD Biscop Baducing Rome Pilgrimage Monastery Roman Christianity	King Ecgrith Monkwearmouth Masons Glaziers	Saxon kingdom Self-sufficient Church services	Ceolfrith – Bishop of Jarrow Twinned monasteries Patron Saint of Sunderland Died 12 th January 690 Altar Dedication to faith
Key skills throughout unit			
<ul style="list-style-type: none"> • Use dates and historical language in their work • 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 a range of evidence from different sources 			

Year group: 6	Subject Area: History	Unit 1: Beyond 1066 – The Victorians	Subject Leader: A McLoughlin
Prior linked knowledge	National curriculum objectives		Future linked knowledge
To know some of the historical eras that occurred before the Victorians and how each era bring changes and developments	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066		Challenges for Britain , Europe and the wider world 1901 to the present day
Notes	Cross-curricular links		Possible hooks/enrichment activities
	Maths: dates and time lines English: writing a diary entry as Florence Nightingale or a Victorian child. Geography: counties involved in the Crimean War		Visit to Beamish Visit to the Orphanage in the East End Looking at Victorian objects

Lesson Sequence							
The Victorians							
<p>Lesson 1 <i>Where are the Victorians in comparison to other empires?</i></p> <p>To know where the Victorians come on a timeline. To know how Victorians lived</p>	<p>Lesson 2 <i>When did Queen Victoria rule?</i></p> <p>To know when Victoria was born and died. To identify in chronological order the key events she ruled over.</p>	<p>Lesson 3 <i>What was the industrial revelation?</i></p> <p>To know what the industrial revolution is. Know the dates, causes and inventions of the industrial revolution. Know who Brunel was, what he invented and how this revolutionised travel</p>	<p>Lesson 4 <i>Why were some Victorians rich and why were some poor?</i></p> <p>To know that poor people in Victorian times worked in poor conditions. To know that rich Victorians made many from the industrial revolution</p>	<p>Lesson 5 <i>What was life like for children in Victorian times?</i></p> <p>To understand that children were forced into labour rather than education. To know the date of the education reform acts and why it was important</p>	<p>Lesson 6 <i>Why were the police created?</i></p> <p>To know that the Victorian era was the birth of the modern police force. To know where the word 'peelers' originated from.</p>	<p>Lesson 7 <i>Who was Florence Nightingale?</i></p> <p>To know when Florence Nightingale was born and died. To know her role in the Crimean War and why she was called 'The Lady of the Lamp'. To explain modern nursing reforms.</p>	<p>Lesson 8 <i>What were hospitals and surgery like in Victorian times?</i></p> <p>To know that surgery was revolutionised by the invention of anaesthetic and antiseptics. To know who Louis Pasteur was the impact he had on medicine.</p>
Key vocabulary							
Empire Victorians	Monarch Reign Sovereign	Industrial Revolution Engineer Steamship Transatlantic	Debtor's Prison Workhouse Artisan Cane	Workhouse Refractory cell Education Reform Act	Peeler Constable Reform	Crimean War Hygiene Matron Plague Reforms	Antiseptic Anaesthetic Typhoid
Key skills throughout unit							
<ul style="list-style-type: none"> Place historical events and people from the past societies and periods in a chronological framework Summarise how Britain has had a major influence on world history Summarise the main events from a specific period in history explaining the order in which key events happened Describe a key event from Britain's past using a range of evidence from different sources Summarise the main events from a specific period in history explaining the impact on the modern world 							

Year group: 6		Subject Area: History		Unit 2: Beyond 1066 – World War 2		Subject Leader: A McLoughlin	
Prior linked knowledge		National curriculum objectives				Future linked knowledge	
War between Greeks and Spartans and its causes and resolution Conflict between Anglo Saxons and Vikings and its causes and resolution		A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066				Know the challenges for Britain, Europe and the wider world 1901 to the present day, studying the holocaust.	
Notes		Cross-curricular links				Possible hooks/enrichment activities	
Book – Letters from the Lighthouse		Art: Propaganda art DT: Designing and making of Anderson shelters Maths: dates and time lines				Eden Camp visit World War 2 day Use of WW2 medals	
Lesson Sequence							
World War 2							
Lesson 1 <i>Where is World War 2 in the historical time line?</i> Identify where World War 2 is in location to other major events in history.	Lesson 2 <i>Who was Adolf Hitler and how was he involved in the outbreak of war?</i> <i>Who were the allies?</i> Know who Adolf Hitler was. Know that Adolf Hitler came to power following World War 1. Identify the countries that Hitler invaded. Know why the invasion of Poland led to the outbreak of war. Name the countries of the allies and the axis Know that not all countries joined the	Lesson 3 <i>What was the role of women during the war?</i> Know that some women worked in the munitions factories. Know some women joined the land army	Lesson 4 <i>What was the Blitz?</i> Know when the Blitz was. Know why the location of the Blitz impacted the country. Know what strategies people used to protect themselves during the Blitz.	Lesson 5 <i>What is evacuation and why were children evacuated?</i> Be able to define evacuation Know that children were evacuated from cities to less densely populated areas Know that some children returned from evacuation and then returned. Know the role of billeting officers Know that children had differing experiences.	Lesson 6 <i>What was the Battle of Britain?</i> Know the dates of the Battle of Britain Explain the countries and planes involved in the Battle of Britain. Explain the significance of the Battle of Britain.	Lesson 7 Lesson 8 <i>What was rationing and why?</i> Be able to define rationing. Understand why certain items were rationed? Explain the Dig for Victory campaign.	

	war at the same time. Be able to order the joining of the countries chronologically.					
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Key vocabulary

WW1 Roman Invasion Anglo-Saxon and Viking rule	Invasion Treaty Appeasement Allies Axis	Munitions Propaganda	Blitzkrieg ARP warden Anderson Shelter	Evacuation Kindertransport Railways Billeting Officer	Spitfire Hurricane	Rationing Imports Agriculture
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Key skills throughout unit

- Explain and understand some of the reasons behind the outbreak of war
- Identify and explain their understanding of propaganda
- Use an atlas to identify countries involved in the war and place these on a map using a suitable key
- Summarise the main events from a specific period in history explaining the order in which key events happened
- 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
- Appreciate that war/s would inevitably have brought much distress and bloodshed

Year group: 6	Subject Area: History	Unit 3: Local History	Subject Leader: A McLoughlin
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Prior linked knowledge	National curriculum objectives	Future linked knowledge
Know other historical events that are important to Sunderland's history (Victoria Hall Disaster)	<ul style="list-style-type: none"> • A local history study linked to periods of time studied under chronology;, or a local study that could extend beyond 1066 	To know further ways in which Sunderland has played a role in sea battles
Notes	Cross-curricular links	Possible hooks/enrichment activities
Use of Local History Library@ETR (Sunderland Council) for a factsheet about Jack Crawford (History Subject Leader has a copy).	Geography: using historical maps and locating significant places on them English: Writing about life in the Royal Navy. Writing as Jack (diary entry) or about the incident (newspaper report)	Visit to Sunderland Museum to see Jack's medal (possible workshop) Visit statue in Mowbray Park

Lesson Sequence				
The of Jack Crawford				
<p>Lesson 1 <i>Who was Jack Crawford?</i></p> <p>Know who Jack Crawford was. Know about his early life and family. Identify significant places linked to Jack on maps</p>	<p>Lesson 2 <i>What was Sunderland like in Jack's time?</i></p> <p>Know what industries and businesses were active in Jack's time. Understand why these industries were important</p>	<p>Lesson 3 <i>What was life like in the navy at that time?</i></p> <p>Know that many men were press-ganged into the navy. Know what life in the Royal Navy was like – cramped conditions, illnesses.</p>	<p>Lesson 4 <i>What role did Jack Crawford play at the Battle of Camperdown 1797?</i></p> <p>Know why Britain was at war with France. Know what led to the Battle of Camperdown. Know what Jack did during the battle and why it is seen as important</p>	<p>Lesson 5 <i>What happened to Jack after the battle?</i></p> <p>Know that Jack was seen as a hero and why this was. Know when and how Jack died and how the city of Sunderland commemorated his actions at sea.</p>
Key vocabulary				
<p>Keelman Pottery Bank Royal Navy Apprentice</p>	<p>River trade Harbour Sail makers Rope makers Apprentice Artisans</p>	<p>Press-ganged Royal Navy Naval battles</p>	<p>Battle of Camperdown Admiral Duncan HMS Venerable Union Flag Morale</p>	<p>Victory procession Silver medal King George III Cholera</p>
Key skills throughout unit				
<ul style="list-style-type: none"> • Place historical events and people from 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 happen • To compare differences between life then and now and explain why these changes have occurred • Describe a key event from Sunderland's history using a range of evidence from different sources 				