

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

Chronology (Stone Age to 1066)		Chronology (Stone Age to 1066)		Local Study	
To include: <ul style="list-style-type: none"> Romans 		To include: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Know who Benedict Biscop was and his role in Christianity Know why St. Peter's church is an important religious building Know and understand what life was like in a monastery 		
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 				