

Long Term Framework for History

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Whole school opportunities and experiences	Y6 Durham Museum Egyptian workshop Y1 visit from older person	Y4 Anglo Saxon workshop	Y3 Hope Town	Y2 Preston park visit	Y5 Viking workshopY4	Y4 Mayan Chocolate story Y6 Natural History museum
Nursery			I wonder how things change. I can talk about someone who lives in my house I can compare what I do now to when I was a baby I can talk about an event that is special to me and why it is special, e.g. birthdays		I wonder what happens next. Begin to make sense of their own life story and family's history Place their birthday on a timeline I can talk about my family tree	
Reception			I wonder how things change. I can find out about my extended family tree and am able to talk about a job that a member of my family has Can place their birthday on a timeline		I wonder what happens next. I can compare my toys with toys that my grandparents (older relatives) may have played with in their home I can talk about something happening today in the present I know that something in the past has already happened and can talk about a past event	
Year 1	How am I making History? <u>Use past and present correctly</u> Discuss my memories <u>Know what living memory means</u> Know what a timeline is Put events in chronological order		The 1960s To understand the 60's was 60 years ago. Place events on a timeline from the present day to the 1960 <u>To be able to state some differences between the 1960s and now.</u> <u>Know some differences between the 1960's homes and how we live now.</u> Research facts and international achievements from the 1960's.		The Royals Know that a monarch is a king or queen. To know what a coronation is Name some of the main steps in the coronation ceremony To understand that the role of the king has changed over time. Know a member of the Royal family	
Year 2		Flight To place the year of the first flight (1903) in a timeline. <u>To understand the Wright brothers invented and flew the first airplane in 1903.</u> <u>To understand local links with RAF Thornaby and that Thornaby Aerodrome officially opened in 1929.</u> Compare aircrafts from the past and present commenting on size, shape and materials they are made from.		Local History Place 1900 in a timeline. <u>Leonard Ropner lived with his large family in Preston Hall from 1924.</u> <u>Preston Hall first became a museum in 1953.</u> State how it has changed and developed up to the present day. Compare Victorian homes and modern homes, talking about differences and similarities. Explore and comment on		Schools Make a comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. <u>Identify features of a classroom now and a classroom 100 years ago.</u> Recognise similarities and differences between schools now and schools in the past. State whether they would have

				artefacts found in the Victorian home.		preferred to go to school in the past or not and explain why.
Year 3	<p>Explorers <u>Know what an explorer is.</u> <u>Recall the name of a famous explorer and what they did.</u> Recognise that travel has changed over history. Use images to gain insights into the past. Use a timeline show historical events.</p>		<p>Railways <u>An effective mode of transport was needed to move the coal from the collieries of Shildon to the port of Stockton</u> <u>Edward Pease, Timothy Hackworth and George Stephenson all played an important part in the opening of the Stockton and Darlington railway.</u> Place the opening of the Stockton and Darlington railway in 1825 in a timeline. Know that we need to study a range of sources to find out a balanced range of information. Research and present about the huge impact on people's lives – more job opportunities, fresher food and increased leisure activities.</p>		<p>Vikings Place the 'Viking Age' in Britain on a timeline from 793 to 1066 AD. <u>The Vikings in Britain came mainly from Norway and Denmark.</u> <u>The Vikings were a mixture of raiders, settlers and traders and were excellent sailors.</u> <u>The Vikings settled in York as it was a very important trading city. They slept in longhouses.</u> (History theme – where did they sleep?) Different sources of information can say different things about history and we as historians need to question the evidence and not believe everything we see.</p>	
Year 4		<p>Anglo Saxons Place the Scots and Anglo-Saxons in History from AD410 to 1066 <u>The Anglo Saxons were Angles, Jutes and Saxons who came from Germany, Denmark and the Netherlands</u> <u>Anglo Saxons were mainly farmers. They lived simple lives sleeping in houses with one room to maintain heat</u> <u>Many place names today were Anglo Saxon names.</u> <u>(E.g. Birmingham, Hexham, Castleford, Tamworth, Stockton)</u> Archaeology is a way of discovering primary sources. By examining genuine artefacts we can learn about a culture.</p>		<p>Mayans Place the Mayas in history from 250AD to 900AD (Classic Period) <u>Locate the Mayas in Central America in the countries of Belize, Honduras, El Salvador, Guatemala and modern day Mexico.</u> <u>Know that the Mayas are remembered for their advanced understanding of technology, mathematics, astronomy and architecture.</u> <u>Know the staple diet of the Maya's was maize, sweet potato, avocado and chocolate and how many of these foods impact our society today.</u> <u>Know extended families lived near each other and shared common spaces. The shared areas would sometimes include a kitchen and garden.</u> Our knowledge of the past is constructed from a range of different sources that can give conflicting information/fact</p>		<p>Culture Comparison <u>Name the features of Maya houses.</u> Identify the similarities and differences between Maya and Anglo-Saxon houses. <u>Explain the reasons for the decline of the Maya civilisation.</u> Make deductions about cities. Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.</p>

<p>Year 5</p>	<p>Romans Place the settlement of the Romans in Britain on a timeline Around 55 B.C. <u>To understand that the Romans invaded Britain for land, to enslave people, and most of all, iron, lead, zinc, copper, silver and gold.</u> <u>To understand that our modern day learning has its roots in the Roman period such as our alphabet, abacus, Roman numerals, drafting then writing on paper.</u> <u>To understand that Roman roads were the first to efficiently link different parts of Britain.</u> To understand how the Romans had a huge influence on architecture, also building towns and cities. <u>To understand what Roman homes were like including sleeping conditions.</u> To use primary and secondary sources to support arguments when justifying and presenting a conclusion.</p>		<p>Greeks Place The Ancient Greeks on a Timeline from 500-400BC. <u>To understand that Ancient Greece was not just a single country but evolved over time.</u> <u>To understand how that the Ancient Greeks slept on beds stuffed with wool, feathers or dry grass. They will know that Spartan men would sleep in military barracks until the age of 30.</u> <u>To understand that our modern day marathon and Olympic Games have their roots in the Ancient Greece and compare to modern day Olympics and Para-Olympics.</u> <u>Ancient Greeks stopped wars for the games and only allowed male competitors from Mediterranean countries.</u> <u>Democracy started in Ancient Greece, but that at this time, women, enslaved people, Metics (non Athenian citizens) and children did not have any voice.</u> They will understand who has the right to vote today in England. <u>To understand what Ancient Greek homes were like including sleeping conditions.</u></p>		<p>People in History <u>Explain the significance of people on banknotes.</u> Decide whether a person is historically significant. Evaluate the significance of historical figures. Research important aspects of a person's life Explain what makes a person significant.</p>	
<p>Year 6</p>		<p>Egypt <u>The River Nile was incredibly important and had many uses for Ancient Egyptians</u> <u>Rivers today still have great importance to settlements.</u> Understand the significance of Tutankhamun's discovery on history and Britain's role in this. <u>Know what mummification was, what the process involved and the beliefs that led to it.</u> <u>Can appropriately use range of genuine historical artefacts.</u> <u>Know the major developments and events from Egyptian times, e.g., the construction of the pyramids, uses of the River Nile, and hieroglyphs as communication.</u></p>		<p>Ages <u>Know about the importance and challenges of self-sufficiency.</u> To understand how to accurately and successfully find information using the Internet. To understand the importance of artefacts, and the way they are used to inform people about life in prehistoric times. <u>Know about some of the key changes to life from the Stone Age to the Iron Age.</u> Learn skills of debating, listening to others and putting own views forward, in a respectful manner.</p>		<p>When would I have liked to live To use primary and secondary sources to support arguments when justifying and presenting a conclusion. Different sources of information can say different things about history and we as historians need to question the evidence and not believe everything we see. Use skills of debating, listening to others and putting own views forward, in a respectful manner.</p>

Disiplinary – Skills that can be used forward

Substantative – Knowledge that needs to be learned