One Excellence History Curriculum

Concepts

Subject Intent

History is how the history is been reimagined without historians it would be nothing…

At One Excellent, we want the children to:

- to understand that history is a study of the past.
- To enable the children to know about significant events in British history
- To understand that evidence and interpretation is at the heart of history.
- Develop their understanding of x and how significant events and people have shaped that.
- To remember key knowledge facts from each unit to ensure that the children are ready to build in future education.

Substantive dimensions

- These are the units that are taken from the National curriculum.
- Ancient civilization is usually taught in Autumn
- Due to mixed age classes. The year is taught chronologically.

Disciplinary concepts

- Analysing the past, thinking like historians to help develop knowledge.
- Thinking like a historian and asking questions. How have Historians made these interpretations?
- Using the second order concepts (cause and consequence, historical significance, similarities and difference, change and continuity) and sources of evidence to develop meaning and knowledge.

Core concepts

- Settlements
- Beliefs
- Culture and Past times
- Food and farming
- Travel and exploration
- Conflict
- Society

Teaching approaches (Supported and developed by the History Association) https://www.history.org.uk/primary/module/3657/primary-teaching-methods

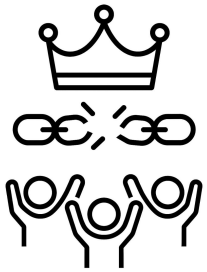
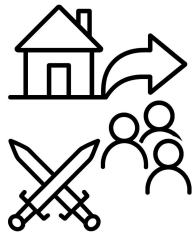
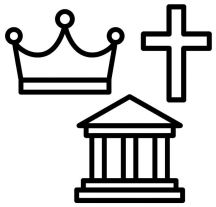
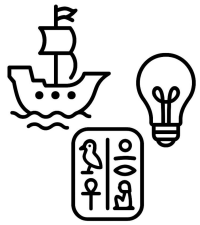
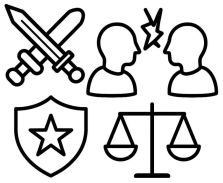
- Oracy using strategies from Voice 21
- Use of historically accurate texts (written by historians)
- Asking and answering questions
- Drama and debating
- Using maps and timelines to secure an understanding of place within time.
- Use of thinking maps to develop an understanding of details before answering detailed questions.

Lesson non negotiables.

- Carefully planned non-fiction text written by historians shared by teacher at the start of the lesson to provide carefully planned hinterland knowledge and add to the historical narrative.
- Timeline referred to and revisited at various points during the lesson.
- Challenge question to apply analysis of knowledge to construct knowledge.

Core Concepts

"Concepts can offer keys to learning, in so far as they make significant contributions to the development and organisation of students' understanding. Trevor Bennetts, 2010

Core Concept		Teacher Definition
	**Empire persecution and resistance**	An empire is a large group of territories or nations ruled by a single authority, often an emperor or a centralized government. Empires are typically formed through conquest and maintained through governance, trade, and sometimes military force. Persecution occurs when a group of people is treated unfairly or cruelly, often because of their religion, ethnicity, beliefs, or social identity. Resistance refers to actions taken by individuals or groups to oppose or fight against unfair treatment, control, or oppression.
	**Settlements, migration and invasion**	Settlement refers to the act of people establishing a permanent home or community in a particular place. Migration is the movement of people from one place to another to live temporarily or permanently. Invasion happens when one group of people enters another group's land by force, often to take control.
	**Power Government and Religion**	Power is the ability of a person or group to control or influence others. It can come from leadership, strength, wealth, or ideas. Government is a system or group of people who make the rules and decisions for a community or country. Religion is a set of beliefs about the world, often involving gods, spirits, or sacred practices, which guide people in their lives.
	**Trade Ideas and communication**	Trade is the exchange of goods and services between people or groups. It allows communities to obtain things they need or want by giving something in return. Ideas are thoughts, knowledge, or inventions that people share to solve problems, create things, or improve life. Communication is the way people share information, ideas, and feelings with each other through speaking, writing, gestures, or other methods.
	**Warfare and conflict**	Warfare is organized fighting between groups, tribes, or nations, often involving armies or warriors, to achieve a goal like controlling land, resources, or power. Conflict is a disagreement or struggle between people, groups, or nations. It can happen without fighting and often involves solving disputes.

Coverage of Concepts in Year 1 and 2: Cycle A

Autumn	Elizabeth II: what was her life like?				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	**Power Government and Religion**	Trade, Ideas and communication	Warfare and Conflict
Spring	Which was the greatest fire: London or Gateshead?				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	**Power Government and Religion**	Trade, Ideas and communication	Warfare and Conflict
Summer	Are Activists always liked?				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict

Coverage of Concepts in Year 1 and 2: Cycle B

Autumn	Queen Victoria: How did Britain change during her lifetime?				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict
Spring	George Stephenson – The train				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	**Trade, Ideas and communication**	Warfare and Conflict
Summer	What does photography tell us about Britain's recent past?				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	**Trade, Ideas and communication**	Warfare and Conflict

Coverage of Concepts in Year 3 and 4: Cycle A

Autumn	Stone Age to Iron Age – How did lives change during the stone age to Iron Age?				
	Empire, Persecution and Resistance	**Settlements, Migration and invasion**	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict
Spring	The Roman Empire				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict
Summer	Roman Britain				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict

Coverage of Concepts in Year 3 and 4: Cycle B

Autumn	Ancient Egypt				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict
Spring	The Anglo Saxons				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict
Summer	The Vikings				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict

Coverage of Concepts in Year 5 and 6: Cycle A

Autumn					
	The Ancient Greeks				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict
Spring	The Tudors				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict
Summer	The Second World War				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict

Coverage of Concepts in Year 6: Cycle B

Autumn					
	The Kingdom of Benin				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict
Spring	World War I				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict
Summer	Mining (Local History Study)				
	Empire, Persecution and Resistance	Settlements, Migration and invasion	Power Government and Religion	Trade, Ideas and communication	Warfare and Conflict

History Long Term Plan

Year Group	Autumn	Spring	Summer
EYFS	All About Me	Changes in our Lives	Our Celebrations
Year 1/2 A	Significant People and Events Historical Significance Elizabeth II: what was her life like? *significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally.*	Significant People and Events Historical Significance Which was worst, the Great Fire of London or Gateshead? Event: The Great Fire of London Event: The great fire of Gateshead *significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally*	Courageous Advocates 1900 -1970 Similarity and Difference Are activists always liked? Suggested activists Person: Rosa Parks Person: Emily Davison Person: Martin Luther King Person: Paul Stephenson 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
Year 1/2 B	Significant People and Events between 1674- 1900 Historical Significance Queen Victoria: How did Britain change during her lifetime? *significant historical events, people and places in their own locality.*	Transport Historical Significance Did the train make the North East better? Event: The steam engine (linked to local History George Stephenson) *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.* *Events beyond living memory that are significant nationally or globally.*	Broadcasting developments 1900-2000 Change and Continuity What does photography tell us about Britain's recent past? *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.*
Year 3/4 A	Stone age to Iron age Change and Continuity How did lives change during the Stone Age to Iron Age periods? *Changes in Britain from the Stone Age to the Iron Age.*	The Roman Empire Historical Significance What did it mean to be a Roman? *the Roman Empire and its impact on Britain*	Roman Britain (Local History) Change and Continuity What can we see today that is influenced by the Romans? *the Roman Empire and its impact on Britain* *a local history study.*
Year 3/4 B	Ancient Egypt including an overview of achievements of the Ancient Sumer, The Indus Valley and the Shang Dynasty. Similarity and Difference What did the Ancient Egyptian's believe? *Thee achievements of the earliest civilizations – an overview of where and when the first civilizations appeared*	The Anglo- Saxons Change and Continuity Was Britain better when the Roman's left? *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor* *Britain's settlement by Anglo-Saxons and Scots*	The Vikings Cause and Consequence Why did the Vikings want to control Britain? *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*
Year 5/6 A	The Ancient Greeks Cause and Consequence How have the Greeks shaped the world now? *Ancient Greece – a study of Greek life and achievements and their influence on the western world.*	The Tudors (1485 – 1603) Similarity and Difference Was the Tudor Period good for Britain? *a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.*	The Second World War Cause and Consequence WW2, the deadliest conflict ever? *A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.*
Year 5/6 B	The achievements of the earliest civilisations Benin : West Africa Cause and Consequence Why have people argued about the Benin Bronzes? *a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.*	World War I Similarity and Difference The Great War: How did the Great War affect local people and their communities? *A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.*	Mining (Local History study) Historical Significance How did coal mining change life for people in Durham? *a local history study.*

The above topics focus predominantly specifically to the **second order concepts** as detailed in the National Curriculum, but the broader units also have content which links to other second order concept development. Whilst more than one concept may be threaded through a given unit, the primary concept to be exposed to children is signified by the colours below:			
Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Pupils build knowledge over several lessons to allow them to make valid judgements about complex causation. Pupils study how historians have framed an approach causation in specific context through specific examples e.g. how did historian x analyse the cause of World War 1	Pupils build knowledge over several lessons to allow them to make valid judgements about change of time. Focus is clearly on the pace nature or extent of change Pupils build up schemata about how historians analyse change	Focus on similarities and differences between or within individuals, groups or societies within the same period. Pupils build knowledge over several lessons to allow them to make valid judgements about the extent or type of similarity or difference. How historians analyse similarity and difference	Pupils learn about the criteria that historians and others use to ascribe significance to people or events. How Historians ascribe significance to people or events

EYFS History Long Term Plan

EYFS Aims

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early historical skills. The aims and content address a number of key historical concepts of chronological awareness. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language.

The aims of our EYFS curriculum is to develop children's early historical skills by providing rich experiences to promote the following;

- Beginning to use historical based language – language associated with the passage of time.
- Developing a sense of historical enquiry.
- Comparison and contrast, similarity and differences.
- Historical narrative and sequence and a sense of chronology and duration.
- An introduction to handling artefacts and the use of evidence.
- Developing the concept of cause & consequence to moderate their own behaviour and see how their behaviour can impact on others

ELG Content

ELG: Past and Present

Pupils should be given the opportunity to:

- Talk about the lives of people around them and their roles in society,
- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class,
- Recall soe important narratives, characters and figures from the past encountered in books they have read in class.

Autumn	Spring	Summer
All About Me **Possible Questions:** What is a timeline? How have I changed? What did our parents look like as babies?	**Changes in Our Lives** **Possible Questions:** What do we wear in each season? What do we wear at different points in the day?	**Our Celebrations** **Possible Questions:** What do we celebrate at school and at home? What have we done in the school year so far? When do we celebrate our birthdays?
Significant events and people to be celebrated throughout the year:		
Person: Guy Fawkes **Event:** Bonfire Night	**Person:** King Charles lll **Event:** King's Coronation	**Person:** St. George **Event:** St. George's Day
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
N – order, then, now, grow, baby, family R – sequence, time, change, toddler, parent	N – winter, summer, before, now, important R – season, change, past, present, significant	N – celebrate, special, time, knight R – review, previous, occasion, figure
Suggested Texts	**Suggested Texts**	**Suggested Texts**
Once There Were Giants by Martin Waddell The Growing Story by Ruth Krauss and Helen Oxenbury Remember, remember the fifth of November by Deborah Webb (NF)	Never take a bear to school by Mark Sperring Tree: Seasons Come, Seasons Go by Patricia Haggerty King Charles – Little People, Big Dreams by Maria Vegara	George and the Dragon by Chris Wormel Starting School by Janet and Alan Alhberg You Must Bring a Hat by Simon Philips

Year One and Two History Long Term Plan
Cycle A

Autumn	Spring	Summer
Significant People and Events Historical Significance Elizabeth II: what was her life like? *significant historical events, people and places in their own locality.* *events beyond living memory that are significant nationally or globally.*	**Significant People and Events** Historical Significance Which was worst, the Great Fire of London or Gateshead? Event: **The Great Fire of London** Event: **The great fire of Gateshead** *significant historical events, people and places in their own locality.* *events beyond living memory that are significant nationally or globally*	**Courageous Advocates 1900 -1970** Similarity and Difference Are activists always liked? **Suggested activists** Person: **Rosa Parks** Person: **Emily Davison** Person: **Martin Luther King** Person: **Paul Stephenson** 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
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
Heir Abdicate Radio Accession Coronation Commonwealth	River Thames Flammable Bakery Floating engines Firebreak River Tyne	Equality Protest Boycott Civil rights Segregation Suffragette
Key knowledge	**Key knowledge**	**Key knowledge**
• Moved into succession after Edward (her uncle) abdicated. • Served during WW2 on vehicles and made history with the first radio broadcast. • Married Phillip of Denmark and Greece on November 1947. • One of her roles was Governor of the Church of England and Armed Forces and ruled the Commonwealth. • Died 8th September 2022 after reigning for 70 years (longest reigning monarch).	• The fire started in Pudding Lane – in a bakery. • The fire started in 1666. - The fire spread because of dry and windy conditions and wooden buildings. • Only 6 people died officially in the Great Fire of London after burning for 4 days. • Great fire of Gateshead was caused by an explosion in a factory. • Fire did not burn for as long as firefighters from other towns supported. • 53 people died.	• Rosa Parks refused to give up her seat in 1955 to a white person as she felt it was unfair. • Emily Davison was a suffragette who fought for woman's rights to vote. • Emily Davison stood in front of the king's horse in 1913 to get attention for the movement. • Martin Luther King gave a famous speech named 'I had a dream' • Paul Stephenson led a bus boycott in 1963 because black people were not allowed to be bus drivers.

By the end of KS1

Pupils will

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Year One and Two History Long Term Plan
Cycle B

Autumn	Spring	Summer
Significant People and Events between 1674- 1900 Historical Significance Queen Victoria: How did Britain change during her lifetime? *significant historical events, people and places in their own locality.*	**Transport** Historical Significance Did the train make the North East better? Event: **The steam engine (linked to local History George Stephenson)** *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.* *Events beyond living memory that are significant nationally or globally.*	**Broadcasting developments 1900-2000** Change and Continuity **What does photography tell us about Britain's recent past?** Event: **invention of the camera** *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.*
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
Monarch Classes Estate Empire Servants Household Laws	Locomotive Railway Steam engine Coal Industrial revolution Travel	Photography Developed Portrait Pastimes Pier Prefabricated Second World War Protest
Key knowledge	**Key knowledge**	**Key knowledge**
• During Victorian times, Britain changed a lot as people left the countryside to work in new factories in towns. But these cities and towns were not nice places to live, with lots of crowding, pollution and poor health. • Many Victorian children needed to work, both in towns and in the countryside. Children worked in factories and mines, and as chimney sweeps; these jobs were often very dangerous. • Britain had an empire which meant it controlled a lot of places across the world, including places in Africa and Asia. •	• George Stephenson invented a train named the Locomotion. • Steam trains helped connect people and travel to new places. • George Stephenson created the first railway (Stockton to Darlington Railway). • Steam trains created lots of new jobs due to move need for coal. • Steam engines played an important part in the industrial revolution as it powered mines and factories.	• Photography is the process of capturing an image using a camera. • Photography was developed around 200 years ago. • Early cameras were complicated, big and bulky. • Early photos had to be developed using complex processes. • Looking at Victoria seaside photos can tell us how things have changed or stayed the same over time. • Photos of the 1940/50s can tell us about the war.

By the end of KS1

Pupils will

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Year Three and Four History Long Term Plan
Cycle A

Autumn	Spring	Summer
Stone age to Iron age Change and Continuity How did lives change during the Stone Age to Iron Age periods? *Changes in Britain from the Stone Age to the Iron Age.*	**The Roman Empire** Historical Significance What did it mean to be a Roman? *the Roman Empire and its impact on Britain*	**Roman Britain (Local History)** Change and Continuity What can we see today that is influenced by the Romans? *the Roman Empire and its impact on Britain* *a local history study.*
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
Agriculture Tribe Ard plough Sickle Hillfort Earthworks Beaker people	Republic Province Dictator Civil war Emperor Constantinople Byzantine Empire	Druids Thatched Hadrian's Wall Hypocaust system Hillfort Amphitheatre Aqueduct
Key knowledge	**Key knowledge**	**Key knowledge**
• The Bronze Age began nearly 4000 years ago in Britain when humans started to use bronze. Bronze was more longer lasting and sharper than stone or wood tools. • The Bronze Age was gradually replaced by the Iron Age in Britain approximately 2800 years ago. This happened when iron working began to replace bronze manufacture. • Iron farming tools like the ard plough could be used in heavy clay soils and wetter conditions allowing for more varied crops to be grown. • Iron also allowed the creation of stronger tools, such as axes, meaning further clearing of the wildwood. • Wattle and daub roundhouses occurred in both; farming tools were used in both but were more effective in the Iron Age. • Conflict between groups of people seems to have become more common in the Iron Age as distinct tribes developed.	• An important part of early Roman identity was the role of the senate in representing the wishes of the people. • The Punic Wars were fought between Rome and Carthage and made Rome the dominant force in the Mediterranean. • Julius Caesar rose to power as a general and then as dictator of Rome, but was murdered by jealous senators in 44BCE. • Augustus was victorious in the subsequent civil war and became Rome's first emperor. • The empire retained a senate which awarded the emperors their power. • The Roman Empire expanded under the emperors. • The Western Roman Empire fell in 476 CE;	• Celtic buildings were usually thatched, wattle and daub roundhouses. • Evidence of North African Roman soldiers has been found at Hadrian's Wall. • Rich Ancient Romans built villas in the British countryside with expensive mosaics and hypocaust systems for heating. • The largest settlements built by the Celts were small hillforts but the Ancient Romans introduced towns, connected by roads across Britain. • Towns like Cirencester were designed in grids with the forum in the centre some had aqueducts and an amphitheatre. • Many Celtic people adopted Ancient Roman ways of life, but some resisted. • Ancient Roman religions were adopted in Britain but often overlapped with older beliefs.
By the end of Lower KS2		
Pupils will know about: • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • 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 • An overview of the first civilizations appeared and a depth study of Ancient Egypt. • How some of these areas link to history of the local area.		

Year Three and Four History Long Term Plan
Cycle B

Autumn	Spring	Summer
Ancient Egypt including an overview of achievements of the Ancient Sumer, The Indus Valley and the Shang Dynasty. Similarity and Difference **What did the Ancient Egyptian's believe?** *The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared*	**The Anglo- Saxons** Change and Continuity **Was Britain better when the Roman's left?** *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor* *Britain's settlement by Anglo-Saxons and Scots*	**The Vikings** Cause and Consequence **Why did the Vikings want to control Britain?** *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
BCE Subjects Hieroglyphics Rosetta Mummification Ancestors	Migrate Kingdom Angles, Saxons and Jutes Missionary Pagan Gaelic	Danelaw Longboat Raid Stronghold Monk Monastery
Key knowledge	**Key knowledge**	**Key knowledge**
• All of the Ancient civilizations were located around rivers and farming and agriculture helped them to expand and grow into cities. • The Ancient Egyptians believed the Pharaohs to be both Gods and humans. The Pharaohs were buried with treasures that they would take to the afterlife with them. In the Old Kingdom pharaohs were buried in extravagant pyramids, in the middle kingdom the Pharaohs were buried in the Valley of the Kings. • All of the ancient civilizations grew around rivers. The River Nile was vital to the expansion and growth as it provided the people with fertile soils and allowed them to trade with other people. • The Ancient Egyptians developed sophisticated farming methods which allowed them to store food and harvest crops around when the River Nile flooded. • The Rosetta Stone was a significant Historical finding as it allowed archaeologists to translate the hieroglyphs.	• The Roman's left Britain in 410 due to other issues in the empire and the Angles and the Saxons had arrived and conquered by 540. • The Anglo-Saxon established 7 kingdoms, and each was ruled by separate kings. • By the 8th century Mercia was the most powerful. • Christianity declined in Britain and the Pope sent Augustine to convert them to Christianity. • The Irish became settlers in Scotland due to new farmland and created their own language and brand of Christianity.	• Viking invasion caused huge amounts of conflict in Britain over 200 years. • The Viking invasion led to advancement in Anglo-Saxon towns and fortifications and them uniting. • The Vikings raided monasteries (Lindisfarne being a significant one). • Alfred made the decision to divide Britain as the Vikings were settled and to create peace and converted the Vikings to Christianity. • The area that the Vikings ruled over in England was called Danelaw. • The Vikings' rules led to changes in place names which are still significant now e.g. Wetherby. • The Vikings and the Anglo-Saxon rule was ended at the Battle of Hastings in 1066.

By the end of lower KS2

Pupils will know about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- 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
- An overview of the first civilizations appeared and a depth study of Ancient Egypt.
- How some of these areas link to history of the local area.

Year Five and Six History Long Term Plan

Cycle A

Autumn	Spring	Summer
The Ancient Greeks Cause and Consequence How have the Greeks shaped the world now? *Ancient Greece – a study of Greek life and achievements and their influence on the western world.*	**The Tudors (1485 – 1603)** Similarity and Difference Was the Tudor Period good for Britain? *a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.*	**The Second World War** Cause and Consequence WW2, the deadliest conflict ever? *A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.*
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
Sparta Council Mount Olympus Underworld City-state Polis Militaristic	Reformation Dissolution Medieval Privy Council Monarch Alliance Rebellion	Axis/Allies Antisemitic Evacuation Ration Home Front Anderson Shelter Operation Overlord Liberation
Key knowledge	**Key knowledge**	**Key knowledge**
• The Ancient Greek civilisation began c. 900 BCE and lasted until roughly 31 BCE. • By 431 BCE the important city state of Athens was a democracy; Athenians debated and voted on laws in the Assembly. • Men had duties; they had to obey the laws, serve in the army, help run the city, pay taxes and serve on juries. • The Ancient Greeks believed in 12 major gods and goddesses who lived on Mount Olympus. • All the Greek polises spoke the same language and worshipped the same gods; they had a shared culture. • In each polis, a temple was built at the highest point of the city (the acropolis) and each polis had a gymnasium for men to exercise and a theatre where plays are performed.	• The Tudor period of Britain was from 1485 – 1603. • Can name the key members of the Tudor Royal Family. • Henry decided to break with the Catholic church to remarry and this caused massive division in 1534 onwards. • Lots of money was made from dissolving the monasteries and this helped to fund wards. • Changes to religion from Protestant to Catholic in Britain happened multiple times depending on the ruler. • The Spanish Armada was seen as the strongest naval fleet and Britain defeating these gained them worldwide respect.	• WW2 officially began in September 1939 when German (Axis) declared war on Poland. Britain and France (Allies) declared war on Germany. • WW2 ended in 1945. • 1.5 million children were evacuated from urban areas to rural areas. • The Battle of Britain was the first military campaign fought in the air entirely. • Woman played a major role in the home front working on planes, radar and ammunition (Aycliffe Angels - Local History). • The Holocaust was the planned killing of the Jewish community during WW2 after being held in concentration camps (e.g. Auschwitz). • Dropping the atomic bomb led to Japan surrendering in August 1945 and changed warfare forever.

By the end of upper KS2

Pupils will know about:

- a local history study linked to Durham, the Land of the Prince Bishops.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – This will be done by looking at The Tudors, WW1 and WW2.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- History 192 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year Five and Six History Long Term Plan

Cycle B

Autumn	Spring	Summer
The achievements of the earliest civilisations Benin: West Africa Cause and Consequence **Why have people argued about the Benin Bronzes?** *a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.*	**World War I** Similarity and Difference *The Great War: How did the Great War affect local people and their communities.*	**Mining (Local History Study)** Historical Significance **How did coal mining change life for people in Durham?** *a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*
Key Vocabulary	**Key Vocabulary**	**Key Vocabulary**
Edo Oba Deity Benin Plaques repatriation	Allies Treaty Imperial Front Trench 'No Man's Land' Memorial Victoria Cross Home Front Materiel	Colliery Shaft Drift mine Pit Nationalisation Coal field Ventilation Wagon way
Key knowledge	**Key knowledge**	**Key knowledge**
• The Kingdom of Benin was located in West Africa and was constructed around 1300AD around the same time as The Tudors who ruled Britain. • The Benin Bronzes were metal plaques and sculptures made by the Edo people of the Kingdom of Benin; they have helped historians understand what life was like during this period. Controversially, many of the items were looted and ended up in museums around the world. • The heart of the Kingdom of Benin was Benin City and this was well protected by a large wall with towers; important people lived inside the city walls. • The Oba was believed to have divine powers like the Gods. They lived in the palace and would meet the officials to lead religious ceremonies.	• WWI was a war that took place between 1914 to 1918 and involved countries from across the globe it was the biggest war that had ever been fought at the time, which is why it was called the Great War. • Old treaties meant that many different countries were pulled into the war at the same time. • Much of the fighting that British and imperial troops were involved in took place in Belgium and France. • World War One had many fronts; battles were fought on the Western Front, the Eastern Front, in Africa and in Asia. • The Western Front saw the use of trench warfare where the conditions were terrible, and many people suffered. • In some battles, like the Somme in 1917, mass attacks led to thousands of dead or wounded soldiers in a day.	• Coal mining was a major industry in Durham from the 18th to the 20th century and played a vital role in powering Britain's Industrial Revolution. • Mining communities developed around collieries, with whole towns and villages depending on the mines for work and housing. • Working conditions in the mines were dangerous, with long hours, risk of explosions, and little safety—especially for children before reforms. • Mining shaped local culture and identity, with strong community spirit, traditions like the Durham Miners' Gala, and the development of trade unions. • Technological changes, such as the use of pit ponies, machinery, and improved ventilation systems, gradually made mining more efficient and slightly safer. • The decline of mining in the late 20th century led to mine closures, job losses, and major changes in the economy and landscape of County Durham.

By the end of Upper KS2

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- History 192 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.