



Opening Doors, Enriching Lives

History at Tanfield Lea Community Primary School

"We are not makers of history. We are made by history." - Martin Luther King, Jr.

| Pre-School | | |
|---|--|---|
| Topic | Historical Terms-Key Vocabulary | Key Knowledge/ Skills (Understanding the World, past and present) |
| <p>On-going through Pre-School year: Which time words can I use today?</p> <p>Autumn term: What do we celebrate at special times? (Remembrance Sunday, Bonfire Night, Christmas)</p> <p>Spring term: Who am I? <i>Give the opportunity for children to meet a newborn baby, people of different ages from within school and a mix of ages from the community including a baby.</i> How have I changed since I was a baby? What are the features of an older person? How have I changed since I started in Pre-School (continue in the Summer term)</p> <p>Summer term: How do plants and animals change over time? <i>Hall Hill Farm trip: baby animal and adults animals</i></p> | <p>Today, now, then, next, tomorrow, yesterday, then, A long time ago</p> <p>Change, grow, same / different, Baby, young, old, new Names of animals and their babies</p> | <p>Application of sequential vocabulary: Cover these in morning meet and greet session - adults model and children encouraged to use this terminology throughout the day</p> <p>Historical enquiry using secondary sources: Access books, stories, poem and power points about these celebrations. Children know that this is to mark occasions that happened a long time ago.</p> <p>Chronology Changes within living memory: In communities floor book document features of visiting newborn baby. What can the baby not do yet that they can do? Children to find out what they were like as babies at home and develop home learning in school. Adults in school bring in photographs to show how they were once a baby too.</p> <p>Observing changes over time Observe the life cycle of a plant (seed growth) Observe and compare adult animals and their babies, follow this up back at school using secondary sources</p> |

Reception

| Topic | Historical Terms - Key Vocabulary | Key Knowledge/ Skills (Understanding the World, past and present) |
|---|---|--|
| <p>On-going through Reception year:</p> <p>Which time words can I use today?</p> <p>Autumn term: What are we remembering when we celebrate special times? Why do we remember these? (Remembrance Sunday, Bonfire Night, Christmas) How was Christmas celebrated in the past?</p> <p>Spring term: Who am I? <i>Give opportunity for the children to see the baby who will now be a toddler that they met in Pre School</i></p> <p>Summer term: How have some things changed beyond living memory including transport? <i>Visit to Great North Museum - include "Dinky Dinosaurs" activity</i></p> <p>Who am I? How have I changed since I started Tanfield Lea Primary School?</p> | <p>Develop Pre School vocabulary and introduce..</p> <p>Days of the week, months of the year, past, present future</p> <p>War Guy Fawkes Similarities Differences Christmas</p> <p>Toddler School</p> <p>Time period Time line Pre-Historic Dinosaur Transport Age Ancient Time Line</p> <p>Reflect, memories</p> | <p>Application of sequential vocabulary:</p> <p>Cover these in morning meet and greet session - adults model and children encouraged to use this terminology throughout the day. (also detailed in maths plan)</p> <p>Historical enquiry using secondary sources: Access books, stories, poem and power points about these celebrations. Children know basic facts that happened a long time ago. Research these at home and develop home learning in school. Primary Sources: Find out how Christmas was celebrated by asking older relatives / community members how they celebrated Christmas in their homes</p> <p>Chronology Changes within living memory: Continue display then floor book from Pre School with this cohort that documents features of a newborn baby. How has the toddler changed? What can he baby not do yet that they can do? Primary sources: Find out what school was like in the past by asking older relatives / community members what school was like.</p> <p>Historical enquiry using secondary sources: Finding out what the world was like in the past from Pre Historic times to the present museum displays and exhibits. Follow up children's particular interests back in school. Secondary sources: Find out how people travelled before we had cars</p> <p>Give children opportunity to reflect on their time at Tanfield Primary School. Looking at photographs and mark making how have they changed?</p> |

Year 1 and 2 - Cycle A

| Topic | Historical Terms - Key Vocabulary | Key Knowledge/ Skills |
|--------------------------------------|---|--|
| Autumn Term 2: The Gunpowder Plot | Guy Fawkes, Gunpowder Plot, gunpowder, Catholic, King James I, Robert Catesby. London, Houses of Parliament, Plotters, Robert Catesby, Guy Fawkes, Thomas Percy, Order, event, sequence, failure, fireworks, bonfire, confession. Treason, bonfire night, fireworks, sparklers. | <p>Events beyond living memory that are significant nationally or globally Develop and demonstrate the concept of the past (Chronology)</p> <p>Develop and use historical vocabulary (Historical terms)</p> <p>Ask and begin to answer question about the past (Historical enquiry) Understand some ways that we find out about the past (Historical enquiry) Choose and use parts of stories to show understanding of events (Historical enquiry)</p> <p>Identify different ways where the past is represented (Interpreting history)</p> <p>Recognise why people did things and why things happened (Cause and consequence)</p> <p>Events beyond living memory commemorated through festivals or anniversaries- Remembrance</p> |
| Spring Term Two: Toys, Toys, Toys | Toys, favourite, today, modern, new, present, now, 21st century, century, describe, question, source, evidence. Research, past, then, before, after, old, older, 20th century. Compare, similarities, differences, same, different, oldest, newer, newest, Victorian, Important, changes, impact. | <p>Changes within living memory: Identify similarities and differences between ways of life in different period including their own lives. (Similarities and Differences)</p> <p>Develop and demonstrate the concept of the past (Chronology)</p> <p>Develop and use historical vocabulary (Historical terms)</p> <p>Ask and begin to answer question about the past (Historical enquiry)</p> <p>Understand some ways that we find out about the past (Historical enquiry)</p> |
| Summer Term One: Mission to the Moon | Neil Armstrong, Mission, NASA, Rocket, Moon, Apollo 11, Buzz Aldrin, Michael Collins, Landing, Commander, America, Lunar, eagle, crew, Space Race, Earth | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Recognise and make simple observations of who was important in an historical event or account. (Significance)</p> <p>Develop and demonstrate the concept of the past (Chronology)</p> <p>Develop and use historical vocabulary (Historical terms)</p> <p>Recognise why people did things and why things happened (Cause and consequence) Choose and use parts of stories to show understanding of events (Historical enquiry)</p> |

Year 1 and 2 - Cycle B

| Topic | Historical Terms -Key Vocabulary | Key Knowledge/ Skills |
|--|--|--|
| <p>Autumn Term Two: Florence Nightingale</p> <p><i>Mini Medics</i></p> | <p>Chronology, Individual, Significant, artefacts, National, International Source Similarities, difference</p> | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Develop and demonstrate the concept of the past. Show where places, people and events fit into a broader chronological framework Begin to use dates (Chronology)</p> <p>Develop and use historical vocabulary (Historical terms) Ask and begin to answer question about the past Understand some ways that we find out about the past Choose and use parts of stories to show understanding of events Communicate understanding of the past in a variety of ways (Historical enquiry)</p> <p>Discuss change and continuity in an aspect of life (Continuity and change) Recognise why people did things, why some events happened and what happened as a result of people's actions and events (Causes and Consequences)</p> <p>Identify similarities and differences between ways of life in different period including their own lives. (Similarities and Differences) Recognise and make simple observations of who was important in an historical event or account. (Significance)</p> <p>Events beyond living memory commemorated through festivals or anniversaries- Remembrance</p> |
| <p>Spring Term One: Great fire of London Significant Individual - Samuel Pepys</p> <p><i>A visit from the local Fire Service to talk to the children about their role in current times and compare modern day equipment with that of 1666.</i></p> | <p>Source History, the past, sources, similarities, differences, significant, chronological.</p> | <p>Changes beyond living memory that are significant nationally or globally- the Great Fire of London. Identify different ways where the past is represented (Interpreting history)</p> <p>Recognise why people did things, why some events happened and what happened as a result of people's actions and events (Causes and Consequences)</p> <p>Discuss change and continuity in an aspect of life (Continuity and change)</p> <p>Identify similarities and differences between ways of life in different period including their own lives. (Similarities and Differences)</p> <p>Recognise and make simple observations of who was important in an historical event or account. (Significance)</p> |
| <p>Summer Term Two: Holidays, Then & Now <i>Trip to the beach (To confirm)</i> <i>Traditional games: building sandcastles. Beach combing, rock pooling etc</i></p> | <p>Past, present, chronological, artefacts</p> | <p>Changes within & beyond living memory to reveal aspects of change in national life Discuss change and continuity in an aspect of life (Continuity and change)</p> <p>Recognise why people did things, why some events happened and what happened as a result of people's actions and events (Causes and Consequences)</p> <p>Identify similarities and differences between ways of life in different period including their own lives. (Similarities and Differences)</p> |

Years 3 and 4 Cycle A

| Topic | Historical Terms - Key Vocabulary | Key Knowledge/ Skills |
|---|---|---|
| Spring Term One: Anglo Saxon Life Anglo-Saxon invasions, settlements and kingdoms: place names and village life Look at Archaeologist site at Sutton Hoo. | Ancient, Evidence, peasantry, chief, evidence, artefact, archaeologist, Settlement, Chronology | Knowledge - continuity & change / overview of events in Anglo Saxon Britain Skill - Putting the events into chronological order Knowledge of historical terms (invasion) Knowledge of (& reasons for) significant historical events in the history of Britain Skill - identifying similarities and differences in the way of life for Anglo Saxons and Us. Enquiry -Ask & answer questions about the Anglo Saxons |
| Spring Term Two: Tommy Armstrong Local History - To secure knowledge of local history- people places and artefacts To recognise changes to the local area over time and the impact this has had. Significant individuals - Tommy Armstrong Beamish Outreach Service | Primary and secondary sources, artefacts, chronology, Mine, coal, cargo, Victorian, Local terms, proggy mat, poss tub, poss stick wash board, dialect | Skill - interpreting history , looking at artefacts from the past & Tommy Armstrong songs as a secondary source of evidence Skill - identify some of the results & significance of historical events, situations and changes Knowledge of historical terms (miner, hewer.) Identify historically significant people (Tommy Armstrong) and events and find out information about their life and the impact they had on the local area, |
| Summer Term Two : Stone Age and Iron Age- Who was here before me? | Neolithic, Scara Brae, tools, flint, civilisation, hunter, fur pelt chronology | Describe some of the similarities and differences between different time periods and societies. Skill - interpreting history , looking at secondary sources of evidence. Knowledge of historical terms (Neolithic) Answering questions using a variety of sources (Enquiry) |

Years 3 and 4 Cycle B

| Topic | Historical Terms - Key Vocabulary | Key Knowledge/ Skills |
|---|---|--|
| Spring 1- The Lambton Worm Local History (Dragons- English link) This topic mainly looks at the Geographical aspects of the local area but has aspect of local history including the story of the Lambton Worm. | | Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Interpreting History Children to learn the story of the Lambton Worm and the impact it has had on the local area. Enquiry Ask questions is it real? Why do people still tell the story now? |
| Spring 2- The Romans The Roman Empire - what was it? What was life like in Roman Times? To find out about Roman times in Britain. How have the Romans influenced life today? | Invasion, empire (in bold to show used in previous years), Peasantry, law and justice (link to BV), civilization, rebellion, technological, cultural change Invade, settle, chronology | Continuity & Change - Identify, describe and makes links between major events and changes in society. Causes & Consequence - Recognise the results of historical events (invasion of Britain) Begin to describe historically significant people (Caesar) Describe some of the similarities and differences between periods Begin to describe historically significant people (Boudicca) |
| Summer 2- Ancient Egypt To use artefacts, Internet, topic books to ask/answer questions about the past. To find out the way of life in Ancient Egypt times. To investigate Pyramids, Hieroglyphics, Ancient Egyptian Gods & the process of Mummification. To learn about the Egyptian landscape and the impact it had on people. Significant individuals - Tutankhamun | Artefacts, primary sources, civilization, pyramid, sphinx, hieroglyph, River Nile, mummification, chronology | Begin to describe historically significant people (King Tutankhamun) Describe some of the similarities and differences between periods in time Historical enquiry - Find answers to questions using different sources. Interpreting History - To know that different versions of the past exists and to understand why. |

Years 5 and 6 Cycle A

| Topic | Historical Terms-Key Vocabulary | Key Knowledge/ Skills |
|--|--|--|
| <p>Autumn 1: The Industrial Revolution: A study of an aspect or theme in British history that extends pupil's chronology beyond 1066 Describe the main changes in a period of history (Industrial Revolution) (social, religious, political, technological, cultural change) Significant individuals: George / Robert Stephenson, Joseph Swan Identify continuity and change in the history of the locality of the school. Visit to Newcastle</p> | <p>Chronology, industrial revolution, empire, technological, cultural change</p> | <p>Who were some of the key inventors during the Industrial Revolution? (significant people) Causes & consequence- What were the key driving forces behind the Industrial Revolution? Causes & consequence -How did the industrial revolution change lives in our locality. Similarities & Difference - How did our local area change? Significance - the legacy of the Industrial Revolution</p> |
| <p>Autumn 2: To understand the achievements of older civilizations (The Mayans) To communicate historically</p> | <p>Chronology, legacy, contrast, Primary and secondary sources, achievements, civilization</p> | <p>Similarities & Differences - What were the difference between the lives, beliefs and experiences of social groupings? How does the Maya civilization contrast with other civilizations we know? Significance - what legacy did the Maya leave?</p> |
| <p>Spring 2: Viking and Anglo Saxon Struggle for England - 800 to Edward the Confessor 1066</p> | <p>Law and justice, Danegeld, invasion, succession, resistance, capture, claim the throne, reign</p> | <p>Chronology - the Viking raids and invasion, the resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld and the succession to Edward the Confessor on his death in 1066 Similarities and differences - Anglo-Saxon and Viking laws and justice Interpreting history - Anglo-Saxon chronicles and perceptions of the Vikings</p> |

Years 5 and 6 Cycle B

| Topic | Historical Terms-Key Vocabulary | Key Knowledge/ Skills |
|---|--|---|
| <p>Autumn 1: Review chronology of World History. To understand the achievements of older civilizations : Ancient Greece</p> | <p>Chronology, legacy, civilization, empire, democracy, law and justice, dissolution of empire</p> | <p>Chronology - placing Ancient Greece in the context of older civilizations Similarities and differences - How did lives contrast in different Greek locations? Significance - How did the Ancient Greeks influence the modern world?</p> |
| <p>Spring 1: Review chronology of World History. World War 2 - Using evidence from the past To interpret and investigate the past. Visit to Green Howards Museum (Grinton residential)</p> | <p>Empire, propaganda, secondary and primary sources, inference, bias, Holocaust, artefacts</p> | <p>Chronology - placing WW2 in the context of other 20th Century events What were the causes and consequences of events during World War 2? Similarities and differences - How did the war impact on the lives of people in different locations? (e.g. city/country, Japan, Europe, U.K.) Interpreting history/Historical enquiry examining historical sources to build an interpretation of the debate eg. surrounding dropping the atomic bomb and wartime propaganda.</p> |
| <p>Summer 2: Through the decades (20th Century) To investigate and interpret the past. Understand experiences of men, women and children.</p> | <p>Dissolution of the empire, leisure, entertainment, trends, culture.</p> | <p>Historical enquiry - looking at data to find trends in entertainment Continuity and change - how have trends in leisure, entertainment and culture changed throughout the 20th Century.</p> |