



History

Curriculum Overview

"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt

CURRICULUM OVERVIEW

History

AT HURWORTH PRIMARY, WE BELIEVE THAT HISTORY ALLOWS CHILDREN TO DEVELOP THEIR UNDERSTANDING OF HOW THE PAST INFLUENCES THE PRESENT, BUILDING A SENSE OF IDENTITY, MAKING CONNECTIONS BETWEEN THEMSELVES AND OTHERS AND LEARNING FROM ACTIONS AND OUTCOMES OF THE PAST.

INTENT - WE AIM TO...



Ignite curiosity and inspire a lasting love for history by engaging children with stories of the past and the substantive knowledge behind it, including the people who shaped it and the events that have influenced our world, making history relevant, connecting children's own experiences with the diverse experiences of those who came before.



Build a secure chronological framework, helping children understand the sequence of historical periods and significant events from prehistory to the present, teaching children to appreciate how our world has evolved over time and recognise the impact of key historical figures and civilisations.



Empower children to ask and answer questions about the past through mastery of historical vocabulary, critically analysing historical sources and understanding that history is constructed from diverse perspectives, often with different interpretations and biases.



Celebrate the diversity of human cultures, societies and achievements through learning about the interconnectedness of civilisations and gaining an understanding of different cultures' contributions to global history, fostering empathy and respect for diverse perspectives.



Develop a sense of identity and place through exploration of local history and its connections to broader historical narratives, learning about how events from the past have shaped their own community and understand the local area's role within national and world history.



Prepare children for future learning by developing their disciplinary knowledge and teaching them how to enquire historically, allowing them to think like historians, use evidence to build reasoned arguments, evaluate the significance of events and draw connections between the past and the present.

IMPLEMENTATION - HOW DO WE ACHIEVE OUR AIMS?

Our history curriculum considers key strands of knowledge that are linked but are important in their own right:

Substantive Knowledge

- This is also known as 'Knowing what'.
- This knowledge allows children to 'know like a historian'.
- This includes factual knowledge about names, dates, events and key historical figures.
- Substantive knowledge is underpinned by substantive concepts. These are threads that are weaved throughout the curriculum so that each one can be encountered multiple times. These are best understood with repeated encounters in specific, meaningful contexts.

Disciplinary Knowledge

- Disciplinary knowledge is about understanding how to think like a historian and learning to understand, organise and debate the substantive knowledge that we learn.
- It is all about how historians undertake a historical inquiry: how they investigate the past and how they construct historical claims, arguments and accounts.
- Children learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics), answering key enquiry questions and applying to substantive knowledge.



THE EYFS FRAMEWORK

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



DEVELOPMENT MATTERS

Children in reception will be learning to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.



TRUST READY

Children in reception will be learning to:

Autumn Term

- Understand and talk about being similar and different to each other. Children begin to develop positive attitudes about the differences between people.
- Know about some key events that happen in the autumn term, e.g. Remembrance day, bonfire night or other topical events and where they come from.
- Share stories from the past linked to the history curriculum progression and talk about what they see within the texts.

Spring Term

- Begin to make sense of their own life-story, from baby to now.
- Think about key roles in the family or society that their families have and how this helps to keep households or communities safe.
- Share stories from the past linked to the history curriculum progression to get the children to find the differences to then and now.
- Know that some things stay the same and some things change as we grow up.
- Know about some key events that happen in the spring term, e.g. Shrove Tuesday, Easter, Mother's Day or other topical events and where they come from.

Summer Term

- Understand about the past through a range of sources.
- Look at old and new artefacts.
- Compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences.
- Share stories from the past linked to the history curriculum progression to get the children to compare current life to what is shown in the stories.
- Begin to understand family history: If possible, children can retell what their parents told them about their life story and family history in brief.
- Further develop their knowledge of key roles in society such as Doctors, Nurses, Police Officers etc. and extend this to encompass our own personal responsibility -i.e. what we can all do to help society (recycling, saving energy etc.)



HISTORY NATIONAL CURRICULUM

Purpose of study:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims:

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Schools are not required by law to teach the example content in [square brackets].

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.



WHAT IS HISTORY?

History is the study of the past, focusing on events, people, places, and the records left behind. In the primary curriculum, history helps children develop an understanding of how past events shape the present and influence the world they live in today.

Key Definitions:

- EYFS and KS1: **History is learning about the past.**
Children begin to explore events and individuals that are significant nationally and globally, using stories, pictures and discussions to understand how life has changed over time.
- KS2: **History is learning about past events, people, and places and the written records of these.**
Children delve deeper into historical periods, exploring ancient civilizations, the history of Britain and key figures who have shaped history. They also learn to interpret historical evidence and understand the concept of **prehistory**, which refers to **the time before written records began.**

This approach equips children with the knowledge to think critically, understand the cause and consequence of historical events and appreciate different cultural and societal contributions throughout time.



A PROGRESSIVE CURRICULUM

Our history curriculum adheres to the National Curriculum and has been thoughtfully crafted to establish a consistent approach to teaching history across the primary school. The curriculum focuses on embedding key historical concepts, seamlessly integrating these with substantive and disciplinary knowledge to create a cohesive and engaging learning experience for all children. This enables our children to develop into curious and critical historians and develop a deep understanding of the past.

The curriculum is designed to ignite a passion for understanding the past that extends beyond the classroom, encouraging enquiry-based thinking and fostering connections between historical events and their relevance to the present days. Children are invited to explore their own heritage and local history, making links with broader historical contexts and diverse cultures. This exploration not only enriches their understanding of their own identities, but also promotes a sense of curiosity about the world around them.

To ensure a coherent progression of knowledge, our curriculum is clearly sequenced, mapping out a trajectory for children as they move through school and towards Key Stage 3 and beyond. Each unit includes opportunities to develop and retrieve important substantive and disciplinary historical knowledge and concepts, encouraging children to articulate their understanding and draw meaningful connections between different historical events and periods.

Through this consistent approach, we strive to develop children's awareness of diverse historical figures, cultures and events alongside the significant social, political and economic processes that have shaped our world. By developing this understanding in children, we equip them with the skills to navigate contemporary issues with a historical perspective, nurturing informed and engaged global citizens who can appreciate the complexities of our shared past.



STRONG FOUNDATIONS

At Hurworth Primary School, we believe that establishing strong foundations in history begins in the Early Years. Across Reception, historical knowledge and skills begin with 'Understanding the World' where children begin to make sense of the past and present. Historical knowledge is explicitly taught as foundations for the KS1 National Curriculum, helping children to reach the 'Past and Present' Early Learning Goal and to develop a sense of curiosity and wonder about the world.

In Reception, children are introduced to the concept of history through engaging and meaningful experiences that encourage them to explore their own identities, families and communities. Through explicit teaching, play-based activities, storytelling and discussion, children begin to understand the significance of their personal histories and the world around them. They are encouraged to share their own experiences and memories, making connections to historical events and figures within living memory and fostering a sense of belonging and understanding of their place in time. Children are exposed to familiar objects, locations, traditions and stories and observe and discuss these, examining how they have changed over time.

By nurturing an early interest in history, developing children's knowledge of key substantive ideas and concepts, they are well-prepared through a rich and coherent foundation upon which they can build their future learning in history and develop more complex historical thinking as they progress through the school.

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SUBSTANTIVE HISTORICAL CONCEPTS

Substantive historical concepts are foundational ideas that help children to understand the core themes and narratives of history. These concepts provide a framework for children to analyse and interpret historical events, figures and periods. By engaging with these substantive concepts, children not only gain insight into the contexts they study, but also learn to draw connections across different times and cultures, enhancing their overall understanding of history. These concepts are woven throughout the curriculum, allowing children to explore how themes are relevant within different periods of time and making meaningful comparisons between these, becoming thoughtful and informed historians who can appreciate the complexities of our past and its relevance to the present.



Settlement

Settlement refers to places where people establish a community. In history, this focuses on how and why people chose specific areas to settle, influenced by geographical factors, natural resources and locational benefits. It also thinks about how settlements reflect historical and social changes.



Power and Empire

Power and Empire explores how people or nations are grouped under one ruler, house or government. Empire focuses on countries or rulers extending control over large areas and people, looking how power was gained, maintained and what impact it had on societies, cultures and economies. Power looks at the role of the monarchy and the development of government systems, including democracy, and how political structures evolved over time.



Migration and Invasion

Migration and Invasion covers the movement of people from one place to another. Migration can be peaceful, such as people moving for better opportunities, while invasions involve taking over lands by force. This focuses on the reasons behind these movements and their lasting effects on societies, cultures and political landscapes.



Society and Civilisation

Society and Civilisation refers to the organization of communities and the development of complex cultures. This focuses on the exploration of how societies were structured, the roles of different people and the advancements that defined their civilisations and thinks about their political, social, religious and economic structures.



Achievements and Legacy

This concept focuses on the lasting impacts of historical figures and societies. Achievements are studied within their time period and then it is considered how these contributions continue to influence the world today, forming a lasting legacy.



Trade and Industry

Trade and Industry involves the exchange of goods, resources and culture between regions. This looks at the impact of trade and industry on a society, thinking about trade routes and how these shaped relationships between different groups throughout history.



Culture

Culture encompasses the beliefs, traditions, art and way of life of a group of people. This explores the cultures of past civilisations, understanding how culture expresses the identity and values of a society.



Technology

Technology refers to the tools and inventions created by people to solve problems. In history, children learn how innovations changed daily life, economy and society, making connections to how these advancements still affect the present.



Ancestry

Ancestry relates to family history and the people from whom one is descended. This looks at children's own ancestry, understanding how generations before them lived, and the ancestry of different groups, helping to appreciate the diverse backgrounds that make up communities today. It also looks at local history, thinking about a shared heritage, cultural identity and a sense of place.

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DISCIPLINARY HISTORICAL CONCEPTS

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry. It is centred on the way that sources provide us with evidence that is used to construct interpretations of the past. These concepts are important to develop children's understanding of the processes and relationships between the different events they study. They can be categorised into 7 disciplinary concepts that are systematically developed and revisited in our history curriculum through application to substantive knowledge:



Chronology	Cause and Consequence	Continuity and Change	Similarity and Difference	Historical Significance	Sources and Evidence	Historical Interpretation
Chronology is the specific knowledge of the broad characteristics of historical periods and it supports children to build coherent schema.	Cause and consequence focuses on why an event occurred or the consequences of an event.	Continuity and change is about gaining awareness and understanding of the extent, nature or pace of change across time.	This explores the analysis of similarities and differences within or between groups, places or societies within and across time periods.	Some people, events or developments in the past seem particularly important. They often lead to big changes in people's lives including how they thought or behaved.	Use historical evidence to draw conclusions and answer questions about the past, thinking about reliability and bias. The source is the information but it is the historian who uses it as evidence to answer questions.	The social, cultural, intellectual and emotional settings in periods of history shape people's lives and understanding, leading to varied interpretations of historical events.



ORGANISATION AND COMMUNICATION

Children learn to work with multiple historical accounts, artefacts, graphics etc. and effectively and coherently answer enquiry questions using appropriate vocabulary and content knowledge. This is done progressively:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show knowledge and understanding about the past through role play, drawing or talking.	Show knowledge and understanding about the past through role play, drawing, writing and talking.	Describe objects, people and events from the past. Produce simple accounts about the past through role play, speaking, writing and drawing.	Begin to use dates and terms. Present findings about the past through role play, speaking, writing and drawing.	Use dates and terms with increasing accuracy. Present findings about the past in a variety of ways and discuss different ways of presenting information for different purposes.	Use dates and terms mostly correctly. Begin to carefully select the information that they wish to include in responses, discussing the most appropriate way to present the information.	Use dates and terms accurately. Purposefully select information when forming responses, organising and presenting information in a clearly structured way based on the audience and purpose.

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History

Our work on chronology is supported by the work of Stuart Tiffany (Mr T does Primary History).

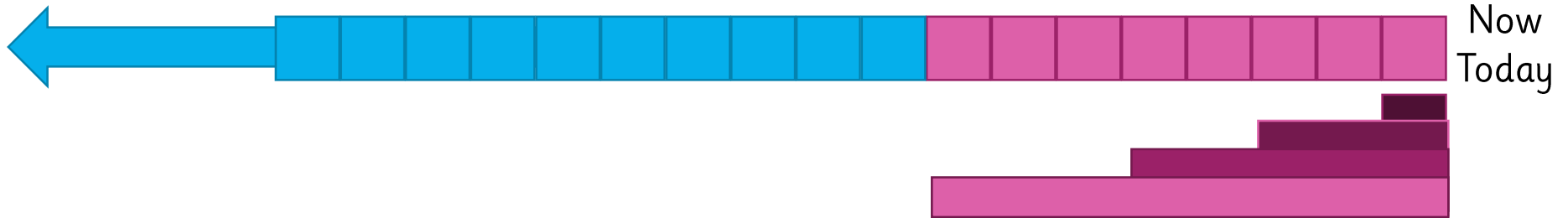


R AND KS1 CHRONOLOGY


“Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.” (KS1 NC 2014).


The way in which this is achieved is by using consistent scales to reinforce the difference between now, within living memory and then beyond it. Every time a new unit is introduced, it is added on to the overall timeline to build up understanding over time.


This helps children to see the history they learn as part of an overall narrative which makes it easier to link and compare aspects of life throughout. In addition, this will enable children to use everyday language to describe their relative position in time (before, after, etc.).



 Great Grandparent's memory

 Grandparent's memory

 Parent's memory

 Child's memory

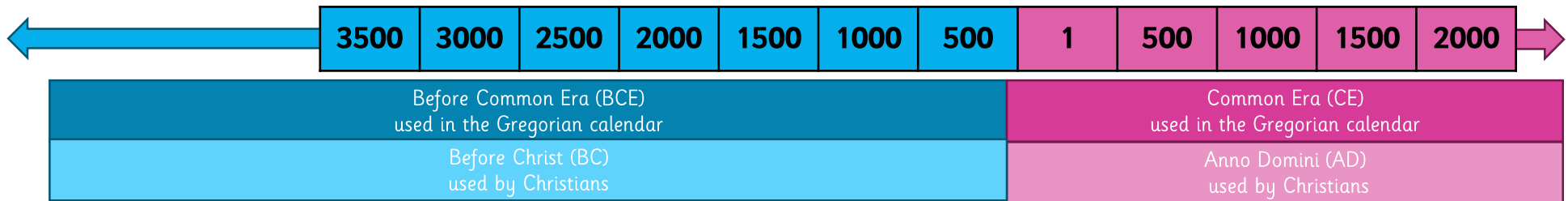


KS2 CHRONOLOGY

“Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.” (KS2 NC 2014).

The timeline use is consistent to enable understanding to develop over time. It includes a scale broken into BCE and CE with arrows to reinforce the chronological scale expands beyond what can be shown. It is deliberately broken into the British and World history (see next slide) to ensure children can: gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

“We are going to study periods of history. These last for many years. When something important changes, it can mark the beginning of a new period of history. If we piece them all together, it tells us some of the narrative that shaped the world we live in today.”



This is our scale that timelines will be placed on. It is in increments of 500 years. Each of the increments is the same size as each part of the scale is the same size.

Time extends beyond the numbered scale but the whiteboard would need to be hundreds of metres long to fit it in.

There has been some time passed beyond the year 2000 but not up to the next increment which is why the arrow is so small.

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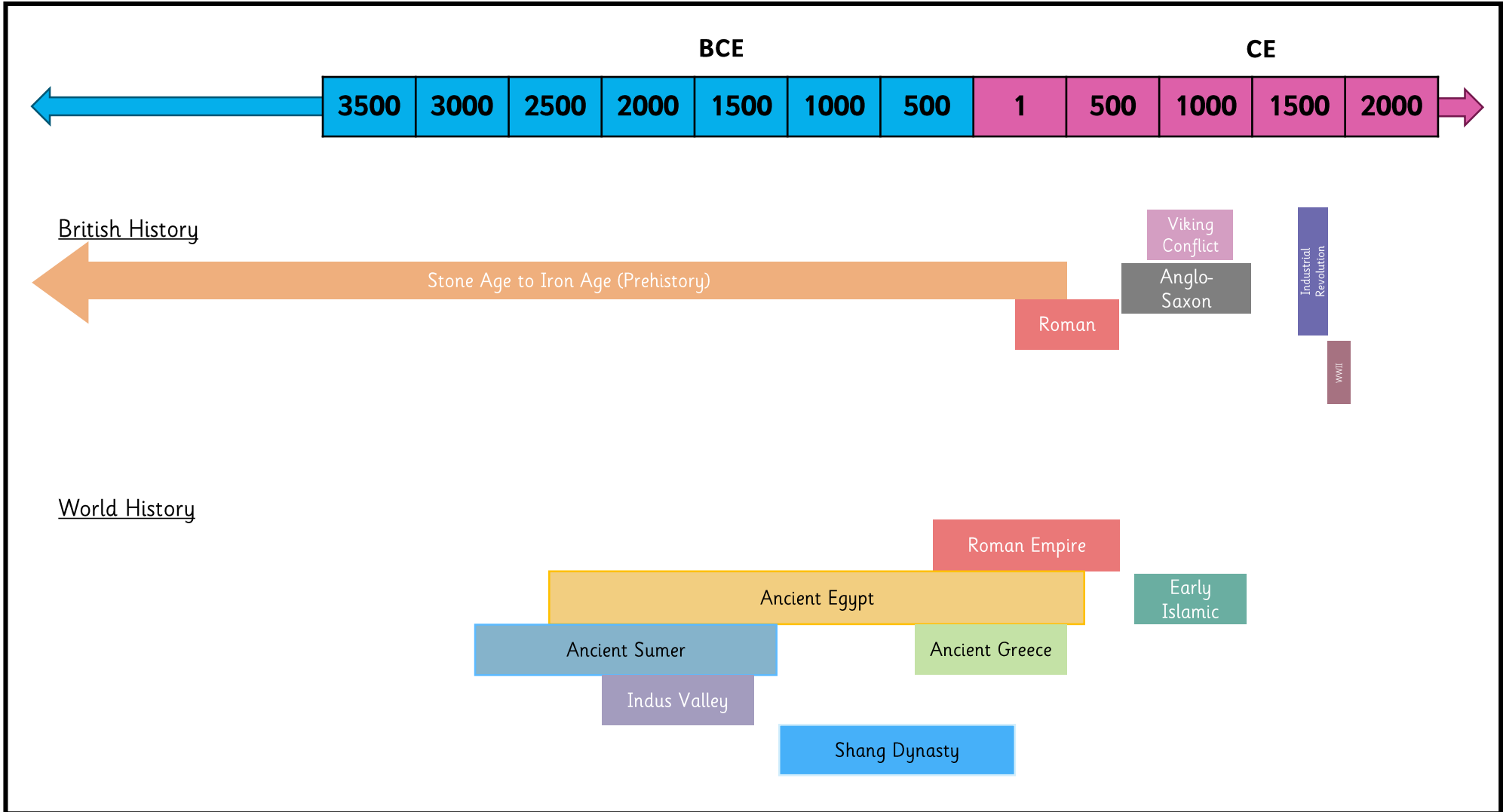
History

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We have carefully selected significant time periods and people to study within our history curriculum. Although these are not taught in chronological order, children have a good understanding of where periods sit on a timeline through our work on chronology. Within each unit, new learning is added to the timeline, supporting children to build on what they already know.



KS2 CHRONOLOGY



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HURWORTH PRIMARY CHRONOLOGY

British History		World History	
1.7 MYA – 2000 BCE	Stone Age (Y3)	3200 – 1972 BCE	Ancient Sumerian Period (Y3)
		3150 BCE – 30 BCE	Ancient Egyptian Period (Y3)
2000 BCE	Bronze Age (Y3)	2600 – 1900 BCE	Indus Valley Period (Y3)
750 BCE	Iron Age (Y3)	1760 – 1046 BCE	Shang Dynasty Period (Y3)
43 – 400 CE	Roman Britain (Y4)	700 – 146 BCE	Ancient Greek Period (Y4)
449 – 1066 CE	Anglo-Saxons and Scots (Y5)	27 BCE – 476 CE	The Roman Empire (Y4)
793 – 1066 CE	Viking Invasions (Y5)		
		610 – 1258 CE	Early Islamic Civilisation (Y5)
1585 CE	Great Fire of Darlington (Y2)		
1666 CE	Great Fire of London (Y2)		
1825 CE	Birth of Railways (Y2)	1768 – 1779 CE	Captain Cook's Voyages (Y2)
1760 – 1900 CE	Industrial Revolution (Y6)	1903 CE	The First Flight (Y1)
		1908 – 1909 CE	Mathew Henson's Voyage (Y2)
1939 – 1945 CE	World War II in Britain (Y6)		
Within and Beyond Living Memory	Transport (YR)		
Within and Beyond Living Memory	Seaside (YR)		
Living Memory	Toys (YR)		
Living Memory	My Family History (YR)		
Living Memory	My Life (YR)		

Remembrance (YR)

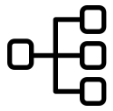
Castles (Y1)

Buildings of Hurworth (Y1)

Crime and Punishment (Y6)

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CLEARLY-STRUCTURED LESSONS

Our Medium Term Planning clearly breaks down the number of sessions, key concepts, specific knowledge and vocabulary that is taught in each unit in order to answer the enquiry question. Each lesson has its own question that feeds into the unit enquiry question. The journey of learning is then created by teachers to support children to gain the knowledge needed to answer the enquiry question.

Our lessons are structured in the following way:

- **Flashback 4** – using retrieval practice to review what has previously been learned
- **Enquiry Question** – making links between the lesson question and the unit enquiry question, sharing the key substantive and disciplinary concepts that link to today's question
- **Key Vocabulary** – sharing vocabulary in context that is important for understanding this lesson
- **Explain and Model**– enabling children to develop substantive and disciplinary knowledge and checking understanding e.g. through stories, modelling historical thinking and analysis.
- **Apply** – allowing children to practise and apply what they have learned through independent, paired or group tasks that may be written or discussed
- **Review** – reflecting on learning, referring back to the key question and discussing the core knowledge shared to ensure that learning is secure and misconceptions are addressed



ENQUIRY-BASED LEARNING

Our history curriculum at Hurworth Primary is structured around enquiry-based learning, where each unit is tied to one or more enquiry questions. This approach engages children by encouraging them to investigate and explore historical events and figures. Each lesson has an enquiry question that links to the overarching enquiry, supporting children to construct their understanding by asking questions, analysing evidence and drawing reasoned conclusions. This method fosters curiosity and critical thinking, helping children develop as active learners who connect the past to the present.



USE OF HISTORICAL SOURCES

At Hurworth Primary School, we enable children to find out about the past from a range of primary and secondary sources. **Sources** are seen as **pieces of information**, and emphasise the importance of using a variety of historical sources, such as artefacts, documents, photographs and eyewitness accounts, to bring history to life. We make use of local resources and museums to allow for practical experiences of artefacts. Evidence is the interpretation of information from a source. Children learn to interpret the range of sources, understanding their origins, purpose and reliability. This critical engagement with evidence helps children appreciate that history is often represented in different ways, open to interpretation and influenced by perspective.

When working with sources, we always:

- Remind children that historians use sources to find out about the past.
- Distinguish whether the item is a source (of the time) or an interpretation (secondary source, written later).
- Identify that sources are not inherently 'reliable or unreliable' – all have a part to play in piecing together and analysing the past.
- Remind children that sources are not just extracts – they can be written or archaeology and can be combined into **collections** to gain a greater sense of the situation.
- Recognise that different parts of the same source may be more useful than others.
- Think about which type of source may be needed to answer different types of questions.

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RECORDING WORK

Children record independent work within history books from Year 1 onwards following our organisation and communication progression. Any discussion-based, collaborative or practical activities are recorded within floor books. Each lesson is centred around a key question which feeds into the main enquiry question. This is recorded in books as the title of the lesson. This approach allows children to articulate their understanding clearly and revisit prior learning to build on their historical knowledge progressively.



PERSONAL HISTORY

Our history curriculum at Hurworth Primary is designed to make learning meaningful and relevant by connecting historical content to children's own lives and the world they live in today. This focus on personal history starts in Reception, where children explore their own experiences and family histories as a foundation for understanding the concept of the past.

As children progress through the curriculum, these personal connections are expanded to include local history, giving children a sense of pride and identity in their community. For instance, studying figures like George Stephenson provides context for the physical landmarks they see every day and highlights the area's significance within national and global narratives.

The curriculum also encourages our children to relate their learning to broader themes that influence the world today, such as migration, innovation and social change. By understanding how historical events have shaped contemporary society, children gain a better appreciation of diverse cultures and global interconnections, helping children become informed and empathetic citizens who can see the relevance of the past in shaping the world they experience.



MAKING PROGRESS

Making good progress in historical means that children know more, remember more and do more with their historical knowledge and the concepts taught. Children who are keeping up with the taught curriculum, learning to make connections with the substantive disciplinary knowledge are seen to be 'on track', as they are able to apply their understanding to the taught learning.



ASSESSMENT

Assessment in history is both formative and summative, designed to evaluate knowledge retention and understanding. For each unit of work, there is 'sticky knowledge' which shows what we want children to know and remember at the end of each unit.

Formative assessment is used to build an understanding of children's prior knowledge and respond to their gaps or misconceptions. This includes regular spaced retrieval practice (through Flashback 4 and through connecting learning to previously taught knowledge or concepts), questioning, peer explanations and low-stakes quizzes to consolidate the transfer of information from working memory to long-term memory, bringing information to mind.

Reviewing learning through outcomes produced by individuals, groups and the class as a whole at the end of sessions allows the teacher to make adaptations within future lessons in the learning sequences to ensure children are secure and stay 'on track'. Children are given verbal (and sometimes written) feedback regarding their outcomes to aid in their understanding.

Summative assessment is used when a unit of learning is complete. Teachers collect and connect the information and evidence gained from outcomes produced in sessions, active engagement and demonstration of understanding in lessons, published pieces of work, discussions, debates, presentations and end of unit quizzes to assess whether children have retained the sticky knowledge within the taught unit and are able to answer the enquiry question. This information is collected each term through our MAT assessment system so that leaders can monitor the effectiveness of the history curriculum in line with other monitoring.

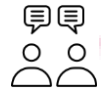
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READING IN HISTORY

Reading in history involves engaging with a variety of texts, from historical fiction and non-fiction within our English curriculum to specific non-fiction texts that link to each history unit, shared by teachers to enhance and contextualise knowledge. Children also learn to read like historians: reading timelines, examining maps and interpreting sources. Reading in history is also used to develop and consolidate knowledge, through research or recapping. Classrooms display books relevant to history topics and children can explore these at leisure during We Love to Read time or to take home as an independent read.



SPOKEN LANGUAGE DEVELOPMENT

Spoken language is central to our history curriculum, with children encouraged to talk confidently and fluently using appropriate historical vocabulary. Teachers model how to articulate historical concepts clearly, introducing specialist historical vocabulary and engaging children in a topic, motivating them to find out more.

Children learn how to express their interpretations, build on others' ideas and engage in respectful discussion. There are regular opportunities for children to discuss, debate and present their ideas, speaking in full sentences (supported by historical sentence stems and those from our language structures progression). This develops children's confidence and fluency in discussing historical content.



STRONG VOCABULARY DEVELOPMENT

Key historical vocabulary is explicitly taught and revisited throughout the curriculum. Unit-specific vocabulary looks at the words that are central to the substantive knowledge linked to this unit. Terms linked to our substantive and disciplinary concepts are carefully introduced, revisited and embedded to ensure that children can accurately describe and analyse historical events, periods and figures. This allows the children to better understand the subject, the unit content and communicate their ideas accurately with others. Key vocabulary is explored in each lesson and displayed for children and staff to refer to on working walls. Lessons begin with the revisiting of key vocabulary in context to ensure definitions are remembered and children are encouraged to use the vocabulary within lessons.



WIDER HISTORY EXPERIENCES

We enrich our history curriculum with school trips to historical sites (in the locality and further afield), visits from history experts and hands-on experiences with artefacts. These opportunities help children connect classroom learning with real-world history, deepening their understanding and making the past tangible.

Some aspects of history, additional to National Curriculum requirements, are taught through assemblies and whole school events and approaches. These could include, but are not limited to:

- October – Black History Month
- 5th November - Guy Fawkes
- 11th November – Remembrance Day
- Throughout - Key Saints Days – Saints George, David, Andrew, Patrick, Valentines
- Throughout – Key cultural days in the British calendar e.g. Mother's Day, Father's Day



AMBITION FOR ALL

We believe that all children should be able to access a full curriculum offer. As such, we carefully consider all children's individual needs and barriers, be those SEND needs which require addressing or particular talents and strengths that require nurturing. We follow the Lingfield Education Trust 'Curriculum for ALL' guidance to ensure that we are ambitious for all children and so they can show the best version of themselves through our curriculum. Where adaptations are required to ensure that children with SEND can access the curriculum alongside their peers, we refer to this guidance and ensure that these adaptations are discussed with children so that they are appropriate and specific to the child.

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:							
Ambition for ALL Special Educational Needs	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #D9E1F2; text-align: center; vertical-align: middle; padding: 5px;">Cognition & Learning Needs</td> <td style="background-color: #D9E1F2; padding: 5px;"> <ul style="list-style-type: none"> Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information) Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. Use of additional adult when possible Differentiated outcomes and tasks Simpler versions of text/resources so that reading materials match the child's reading ability Mixed ability groupings/paired work/peer support Writing frame/structured activities, Task targets/clear success criteria Visual stimuli/hooks- turn abstract in to concrete Splitting up tasks into smaller units of work </td> </tr> <tr> <td style="background-color: #D9E1F2; text-align: center; vertical-align: middle; padding: 5px;">Communication & Interaction Needs</td> <td style="background-color: #D9E1F2; padding: 5px;"> <ul style="list-style-type: none"> Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. Pre-teaching vocabulary, vocabulary maps/word banks Use of visuals to support understanding of key concepts Use of own communication methods / aids – such as PECS, Makaton, writing, drawing </td> </tr> <tr> <td style="background-color: #D9E1F2; text-align: center; vertical-align: middle; padding: 5px;">Sensory / Physical Needs</td> <td style="background-color: #D9E1F2; padding: 5px;"> <ul style="list-style-type: none"> Awareness of sensory needs, modification of learning environment (light, sound, seating) Modifying visual sources e.g. pictures, text Written sources may be converted to auditory form Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long period – e.g. role-play, using the interactive whiteboard with pupil involvement. </td> </tr> </table>	Cognition & Learning Needs	<ul style="list-style-type: none"> Reduce the cognitive load required for tasks (minimising the amount of steps, simplifying the recording, not overloading with non-essential information) Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. Use of additional adult when possible Differentiated outcomes and tasks Simpler versions of text/resources so that reading materials match the child's reading ability Mixed ability groupings/paired work/peer support Writing frame/structured activities, Task targets/clear success criteria Visual stimuli/hooks- turn abstract in to concrete Splitting up tasks into smaller units of work 	Communication & Interaction Needs	<ul style="list-style-type: none"> Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. Pre-teaching vocabulary, vocabulary maps/word banks Use of visuals to support understanding of key concepts Use of own communication methods / aids – such as PECS, Makaton, writing, drawing 	Sensory / Physical Needs	<ul style="list-style-type: none"> Awareness of sensory needs, modification of learning environment (light, sound, seating) Modifying visual sources e.g. pictures, text Written sources may be converted to auditory form Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long period – e.g. role-play, using the interactive whiteboard with pupil involvement.
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Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.							
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IMPACT - HOW WILL WE KNOW WE ACHIEVED OUR AIMS?



Children leave primary school with a deep enthusiasm for history, sparked by engaging narratives and rich substantive knowledge. They articulate how past events and figures have shaped the world and make meaningful connections between historical content and their own lives.



Children develop a robust understanding of historical chronology, from prehistory to modern times, enabling them to place events and people in context. They are able to discuss how different time periods relate to one another and how key individuals and civilisations have influenced the present.



Through a focus on disciplinary knowledge, children learn to think and question like historians. They confidently use historical vocabulary to describe and analyse events. They critically examine a range of sources, understanding that history can be interpreted in multiple ways.



Children are exposed to the richness of human cultures and the achievements of civilisations across the globe. They understand how societies are interconnected and have a sense of global citizenship. They develop empathy and respect for the diversity of human experiences, enhancing their understanding of the modern world.



By exploring local history alongside national and world events, children gain a sense of belonging and pride in their community. They understand how historical developments have influenced their surroundings and recognise their place in broader historical narratives.



Children are prepared for secondary education and beyond by developing their ability to engage with historical evidence and conduct thorough enquiries. They draw informed conclusions and make connections between historical and contemporary issues. Their well-rounded body of knowledge enables them to think critically.

LONG TERM PLAN

History

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Reception	All About Me: What did I look like as a baby? My Family: What is my family history?	Autumn Festivals: Where do poppies for remembrance come from? Christmas: How have toys changed over time?			Journeys: How has transport changed over time?	The Seaside: How has the seaside changed over time?
Year 1	How do the buildings of Hurworth show its history? (1)	How do the buildings of Hurworth show its history? (2) When was the first flight and how do we know it happened?	How has flight changed since the Wright Brothers' success?			What role did castles play in the past?
Year 2	How do we know what happened during the Great Fire of London? (1)	How do we know what happened during the Great Fire of London? (2) What did the Great Fires have in common?		Why should Darlington be proud of George Stephenson?		Why should we remember Captain James Cook and Matthew Henson?
Year 3	How did Britain change during prehistory? (1)	How did Britain change during prehistory? (2)	How did Britain change during prehistory? (3)		What were the achievements of Ancient Egypt and what did they lead to?	
Year 4	What was the Roman Empire and how did it become so huge?	How did the Romans impact Britain? What does the evidence reveal about Roman York?			How did life differ in the Greek city states?	How did the Ancient Greeks help to shape the Western world?
Year 5		Who settled in Britain after the Roman legions left? How do we know what their lives were like?	Is it accurate to call the Vikings vicious raiders? Who was the first king of England?			When did the Early Islamic civilisation begin and how enormous did it become? Why was Baghdad a significant settlement?
Year 6		How has crime and punishment changed over time?		Why did Darlington flourish during the Industrial Revolution? How did people's lives differ during this period?		Why did WW2 begin in September, 1939? What role did the people of Darlington play in the war?

History

		Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
Reception	What did I look like as a baby?			
	What is my family history?			
	Where do poppies from remembrance come from?			
	How have toys changed over time?			
	How has transport changed over time?			
	How has the seaside changed over time?			

History

		Changes within living memory	Events beyond living memory	Significant individuals	Local history
Year 1	How do the buildings of Hurworth show its history?				
	When was the first flight and how do we know it happened?				
	How has flight changed since the Wright Brothers' success?				
	What role did castles play in the past?				
Year 2	How do we know what happened during the Great Fire of London? What did the Great Fires have in common?				
	Why should Darlington be proud of George Stephenson?				
	Why should we remember Captain James Cook and Matthew Henson?				

History

	What did I look like as a baby?	What is my family history?	What is my family history?	How have toys changed over time?	How has transport changed over time?	How has the seaside changed over time?
Reception	<ul style="list-style-type: none"> The past is anything that has happened before now. People start as babies and then grow into children and adults. 	<ul style="list-style-type: none"> Families can include parents, grandparents, siblings, and other relatives. Families can change over time as new members are born or others grow up. 	<ul style="list-style-type: none"> Poppies help us remember people who were very brave in the war. We wear poppies in November to show we are thinking of them. 	<ul style="list-style-type: none"> Toys are objects we play with. People have played with toys for a long time. Different materials have been used to make toys in the past and now. 	<ul style="list-style-type: none"> There are many different ways to travel. Transport has changed a lot over time because people wanted to be able to go further and get to places faster. 	<ul style="list-style-type: none"> People have visited the seaside for a long time. In the past, people would go on holiday to the seaside in the UK. Now, some people go on holiday in the UK and some people go abroad.
	How do the buildings of Hurworth show its history?	When was the first flight and how do we know it happened?	How has flight changed since the Wright Brothers' success?	What role did castles play in the past?		
Year 1	<ul style="list-style-type: none"> Houses come in different types, such as detached, semi-detached, terraced and flats. The type of house you live in might depend on where you live (e.g. city, countryside). Houses in the past were built out of different materials. The material chosen often depends on when it was built. The size of houses can depend on when it was built and who it was built for. Hurworth has a mix of old and new houses. Some houses and buildings are very old, while others are modern. Many of Hurworth's houses and buildings have a long history, such as Hurworth House School, Sundial House, All Saints Church, Rockliffe Hall and Hurworth Grange. 	<ul style="list-style-type: none"> Humans have dreamed of flying for thousands of years, inspired by birds and myths. There are examples where they have tried to fly, including stories, memorial windows and drawings. A number of breakthroughs led to successful flight (balloons, gliding, then powered flight). These breakthroughs occurred across a long span of time (1700s – early 1900s). They all played a role in developing people's understanding. The Wright brothers, Orville and Wilbur, were the first to achieve controlled, powered flight in 1903. Their aeroplane was called the Wright Flyer and it flew for 12 seconds on its first flight. We know about the Wright brothers' first flight through photographs, written records and eyewitness accounts. The Wright brothers documented their work carefully, which helps us understand their process. 	<ul style="list-style-type: none"> Early planes were small, made out of wood, fabric and wire and were not comfortable. Their engines and fuel tanks didn't allow for very long flights. Aeroplanes have become faster, larger, more powerful and more comfortable since the Wright brothers' time. Modern aeroplanes are made of metal and have powerful engines that can carry hundreds of passengers. The invention of the jet engine in the 20th century allowed planes to fly faster and higher Aeroplanes are now used for more varied purposes. New technology has meant they can be used in these ways. Aeroplanes are significant to our local area as we are close to Teesside Airport, which used to be an RAF base. 	<ul style="list-style-type: none"> A castle is a large building that was built to protect the people inside. Castles were the home of lots of people with specific roles. Castles have many special features that made them unique and useful. Common features include a keep and a bailey. Castles were designed to keep people safe from attackers. Castles were built near important locations, such as natural resources or trade routes. Local castles include Raby Castle, Barnard Castle and Richmond Castle. 		

How do we know what happened during the Great Fire of London?
What did the Great Fires have in common?

Why should Darlington be proud of George Stephenson?

Why should we remember Captain James Cook and Matthew Henson?

Year 2

- In 1666, London was a busy, crowded and large city with wooden houses that were easy to set on fire.
- The fire began when a spark from a bakery oven caught on some nearby flammable materials.
- The dry and windy weather helped the fire spread quickly.
- The Great Fire of London started in a bakery on Pudding Lane on September 2, 1666.
- It burned for 5 days, destroying much of London.
- We can learn about the Great Fire from evidence like artefacts, diaries, maps and paintings.
- After the fire, houses were built with bricks and the streets were made wider.
- Even though the Great Fires of London and Darlington happened many years apart, there were lots of similarities between them, including how they started and the damage they caused.
- Firefighting has changed a lot since 1666, with better equipment, trained firefighters, and safer buildings.

- George Stephenson was an engineer in the 1800s. He is most famous for building steam locomotives.
- The Stockton to Darlington Railway opened in 1825 and was the world's first passenger railway to use steam locomotives.
- The success of the Stockton to Darlington Railway led to rapid railway development across the country.
- Trains have changed from steam-powered locomotives to electric and high-speed trains over time.
- George Stephenson's work laid the foundation for modern railways. Without his work, railway technology might not be where it is today.

- Captain James Cook was born in 1728. He was an explorer who is well known for making detailed maps.
- On his first voyage, Captain Cook travelled to the Pacific Ocean called The Endeavour. On his voyage, he made the first map of the east coast of Australia.
- On his second voyage, Captain Cook explored Antarctica and discovered many islands. On his third voyage, he visited the northern Pacific.
- Matthew Henson was born in 1866. He was an explorer who may have been one of the first people to reach the North Pole in 1909.
- Matthew Henson explored the world with Robert Peary, but they especially explored the Arctic because they wanted to reach the North Pole.
- Both Cook and Henson were explorers. They both faced significant challenges in uncharted places.
- Cook's voyages focused on mapping, discovery and empire.
- Henson's expedition was focused on being the first to make it to the North Pole.

How did Britain change during prehistory?

- Prehistory is the period of time before written records were kept.
 - It includes the Palaeolithic, Mesolithic and Neolithic periods, as well as the Bronze and Iron Ages.
 - Archaeologists study artefacts and fossils to learn about prehistoric times.
 - The Palaeolithic Era, or Old Stone Age, was the earliest period of human history.
 - People were hunter-gatherers, using simple tools made of stone. They lived in caves or temporary shelters and followed herds of animals for food.
 - The Mesolithic Era, or Middle Stone Age, followed the Palaeolithic.
 - People still hunted and gathered but also began fishing and domesticating animals. They used more advanced tools, like microliths (small stone blades).
 - The Neolithic Revolution (the New Stone Age) marks the transition from hunting and gathering to farming.
 - People began to settle in one place, build permanent homes and grow crops.
 - The Bronze Age began when people learned to make tools and weapons from bronze, a mixture of copper and tin.
 - This period saw the development of metalworking skills and more complex societies.
 - Bronze tools and weapons were stronger and more durable than those made from stone.
 - This allowed for better farming, hunting, and warfare.
- People lived in larger communities and began trading goods over long distances.
 - The Iron Age began around 1200 BC, when people started making tools and weapons from iron.
 - Iron was more abundant than bronze and made even stronger tools.
 - Iron tools improved farming and allowed for the clearing of more land for agriculture.
 - Iron weapons gave rise to new forms of warfare and led to the development of stronger armies.
 - The use of iron also led to the construction of larger and more permanent settlements.
 - Settlements became larger and more fortified with the construction of hillforts.
 - Trade expanded as people exchanged goods like iron tools, pottery, and food.
 - The social structure became more complex, with a clear division between leaders and common people.
 - Both the Bronze and Iron Ages saw the development of new tools and weapons that changed how people lived.
 - There were differences between settlements and housing.
 - In both periods, trade networks expanded, and people lived in larger, more organised communities.

What did the earliest civilisations have in common?

- A civilisation is a human society with its own social organisation and culture.
- The earliest civilisations include Ancient Sumer, the Indus Valley, Ancient Egypt, and the Shang Dynasty of Ancient China.
- These civilisations emerged around 3200- 1760 BCE.
- The earliest civilisations formed along the same line of latitude (in warmer parts of the world) and near major rivers.
- All of these early civilisations left a nomadic lifestyle because they found ways of farming fertile ground near rivers.
- Civilisations relied on agriculture, leadership, religion, writing systems and trade. They all developed urbanisation.
- Each civilisation had a distinct form of government, social hierarchy and religious beliefs.
- Each of the civilisations had lots of achievements that had an impact on the future. These include:
 - Ancient Sumer: The invention of writing (cuneiform) and the wheel.
 - The Indus Valley: Advanced city planning and drainage systems.
 - Ancient Egypt: The construction of the pyramids.
 - The Shang Dynasty: The development of bronze casting and early Chinese writing.

What were the achievements of Ancient Egypt and what did they lead to?

- The River Nile was essential to Egyptian agriculture, trade and transport, enabling the civilisation to thrive.
- Innovations in farming allowed Egyptians to produce surplus food, leading to population growth and job specialisation.
- Ancient Egypt had a complicated social hierarchy with pharaohs at the top and peasants and slaves at the bottom.
- Scribes were literate officials who kept records, ensuring that important information was preserved for the future.
- The Ancient Egyptians believed in life after death. They used a process called mummification to preserve the body after death because it was needed for the afterlife.
- Egyptians made major advancements in fields like engineering, medicine and writing, which allowed them to build pyramids, treat injuries and preserve knowledge. These discoveries have shaped the modern world that we live in today.

What was the Roman Empire and how did it become so huge?

- Rome started as a small city-state, with the legendary founders Romulus and Remus, and grew into a republic.
- The Roman Empire was ruled by emperors, with Augustus Caesar as the first emperor.
- The Roman Imperial Army was powerful, well-trained, and essential to the expansion and protection of the Roman Empire.

How did the Romans impact Britain? What does the evidence reveal about Roman York?

- The Romans invaded Britain in 43 CE under Emperor Claudius, using advanced military tactics.
- Some Britons, like the Iceni tribe under Boudica, resisted the Romans, while others adapted to Roman ways.
- The Romans built many things: roads, forts, towns, bathhouses, temples, amphitheatres, aqueducts and constructions such as Hadrian's Wall.
- Roman York was a key military and trading city with Roman baths, a forum and an amphitheatre.
- The Roman Empire declined due to internal issues and invasions, ending in 476 CE. They withdrew from Britain in 410 CE.
- The legacy of Roman Britain includes roads, towns and the influence on British law and language.

How did life differ in the Greek city states?

- Ancient Greece was a civilisation that existed from around 800 BCE to 146 BCE, ending when the Romans defeated the Greeks.
- Ancient Greeks were polytheistic, worshipping many gods and goddesses who had a power over a different aspect of life or the world.
- Ancient Greek society was divided into social classes, including the wealthy elite and poorer citizens. Their lives were very different.
- The city-state of Athens was known for its focus on education, democracy (for citizens) and the arts. Women and slaves had few rights and were excluded from political life.
- The city-state of Sparta was known for its military strength as a warrior society.
- There are some similarities between the city-states of Sparta and Athens (e.g. language, gods, culture) and some differences (e.g. values, roles of women, political systems).

How did the Ancient Greeks help to shape the Western world?

- Athenian ideas inspired Western political thought, but evolved significantly over time.
- Ancient Athens had a direct democracy, while modern Britain has a representative democracy. Only Athenian male citizens could vote, but today in Britain, all citizens aged 18 and over can participate.
- The Greek alphabet is an ancestor of the English alphabet and many English words come from Ancient Greek.
- The Greeks developed genres like epic poetry, tragedy, comedy and philosophical prose, which still enjoyed today. Ancient Greek historians laid the foundations for modern historical writing.
- Philosophy explores some of life's major questions about morality, ethics and the nature of reality. There are often no agreed answers.
- Socrates, Plato and Aristotle were foundational philosophers in Ancient Greece.
- The Greeks also left a lasting legacy in multiple other areas including architecture, sports and medicine.

Who settled in Britain after the Roman legions left? How do we know what their lives were like?

- Roman rule in Britannia ended around 410CE as the Empire weakened, leaving it in an unprotected state.
- The Angles, Saxons and Jutes attacked the east coast of Britain from around 410CE and settled in their own territories within England.
- The Anglo-Saxon settlements were typically small, self-sustaining agricultural villages with wooden structures. This was very different to the Roman stone-built towns.
- Anglo-Saxon England was divided into kingdoms ruled by kings. There was unrest as these kings fought each other for land and power.
- Anglo-Saxons were not equal. Society was made up of many different classes. Each kingdom had a hierarchy: King, Thegn, Ceorl, Peasant, Thrall.
- Christianity helped unify the various Anglo-Saxon kingdoms under shared beliefs. This marked a significant cultural shift from paganism.

Is it accurate to call the Vikings vicious raiders? Who was the first king of England?

- The Vikings originated from Scandinavia and began invading Britain in the 8th century. They sought Britain's wealth, resources and fertile land.
- Vikings were skilled sailors and navigators, using longboats to launch quick raids.
- Lindisfarne was a key monastery attacked by Vikings in 793 CE. The raid shocked Anglo-Saxon society and marked the start of major Viking invasions in Britain.
- This attack influenced how the Vikings were perceived as vicious raiders.
- Vikings conducted fast attacks and quick retreats. They increased raids and increased numbers, alongside their advanced weaponry and well-planned tactics. This meant that their attacks were successful.
- After years of fighting, the Vikings and Alfred made a peace agreement.
- An imaginary dividing line was agreed to run across England. The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east.
- Anglo-Saxons and Vikings interacted in areas of trade, culture and law within the Danelaw. Outside of this, lives were still very similar in many respects, with similar societies and jobs.
- Archaeology tells us that Viking York, known as Jorvik, was an important centre of trade and culture in the Danelaw. It was a bustling city with craftspeople, traders and farmers.
- Athelstan was the first recognised King of England, after uniting the Anglo-Saxon kingdoms.
- The final Viking invasion coincided with the Norman conquest. Both were unhappy with Harold of Wessex being chosen to lead England.

When did the Early Islamic civilisation begin and how enormous did it become? Why was Baghdad a significant settlement?

- The Early Islamic Empire began in the 7th century CE in the Arabian Peninsula. It took place at the same time as the Early Medieval period in Europe.
- After Muhammad's death, Islam was spread further by caliphs, creating an empire that expanded into the Middle East, North Africa, Europe and Asia.
- Baghdad was founded by the Abbasid Caliphate as a new centre for their empire. The design of Baghdad reflected the Abbasids' focus on learning, trade and centralised power.
- Baghdad was a major hub on the Silk Roads, facilitating trade between Asia, Africa and Europe. This led to the exchange of goods and ideas.
- The period called 'The Golden Age' of the Islamic civilisation. The culture under various caliphs prioritised knowledge as important.
- Early Islamic scholars contributed to many different fields, through their innovation, translation and investigation. Some areas include mathematics, engineering, astronomy and medicine.

How has crime and punishment changed over time?

- Crime is an action that breaks the law and punishment is the consequence or penalty for committing a crime.
- Roman Britain had a structured legal system with written laws. Common crimes included theft, assault and treason. Punishments ranged from fines and whipping to execution or exile, depending on the crime's severity.
- In the Anglo-Saxon period, crimes were often dealt with by local communities (tithings) through trials by order or combat. Blood feuds were common, but laws aimed to prevent them by introducing wergild (a compensation system for injury or death).
- During the Victorian period, crime rates rose due to urbanisation and poverty following the Industrial Revolution, leading to new laws and a stricter legal system. Law and order were major issues in Victorian Britain. Public hangings and transportation (sending criminals abroad) were common punishments. Prisons became the main form of punishment by the mid-19th century and conditions were harsh, aimed at deterring criminals.
- The 20th century saw major developments in policing, with new technologies and methods used to prevent and investigate crime. The police became more professional, with the introduction of training and specialised roles like detectives.
- Today, crime and punishment are influenced by human rights laws and a focus on rehabilitation.
- Prisons are still used, but there is more emphasis on reforming criminals through education and rehabilitation.
- Technology has transformed both crime (cybercrime) and how it is investigated (CCTV, DNA testing).

Why did Darlington flourish during the Industrial Revolution? How did people's lives differ during this period?

- Before the Industrial Revolution, Darlington was a small, rural market town focused on agriculture and crafts such as weaving and pottery.
- Most goods were produced locally and transported using horse-drawn carts or boats.
- The Industrial Revolution began in Britain in the late 1700s and introduced machinery that enabled large-scale production.
- Steam engines, fuelled by coal, became widely used, especially in factories.
- People moved from rural areas to urban centres to find work in factories.
- Darlington became a manufacturing hub during the Industrial Revolution, known for its railways, iron industries and textile mills. It was led by industrialist families like the Peases.
- County Durham's coal was essential to Britain's energy needs during the Industrial Revolution, as well as contributing to the local area's growth.
- Mining communities developed around collieries all over County Durham.
- The Industrial Revolution created a wide gap between the rich and the poor, with wealthy factory owners and industrialists benefiting greatly while many workers faced harsh living and working conditions.
- The Industrial Revolution fundamentally changed the economic landscape of Darlington and County Durham, transitioning from an agricultural society to one focused on mining, industry and manufacturing.

Why did WW2 begin in September, 1939? What role did the people of Darlington play in the war?

- World War II began in September 1939 when Britain declared war on Germany after Germany invaded Poland, despite agreeing not to.
- The Battle of Britain was a major air battle between the British Royal Air Force (RAF) and Germany's Luftwaffe in 1940.
- Britain's victory prevented a German invasion and boosted British morale.
- During the Blitz, German planes bombed British cities nightly to break British morale. Measures such as evacuation, blackout curtains, air raid sirens and bomb shelters were used to protect civilians. British resolve.
- Rationing began in 1940 to manage shortages of essential goods like food and clothes to ensure fair distribution. It lasted until 1954.
- People were encouraged to be more self-sufficient, by 'Digging for victory'.
- During WWII, Darlington contributed to Britain's war effort in different ways, including the Locomotive Works supporting the military, a fake town, ROF Aycliffe Angels assembling munitions and the local RAF Middleton St. George playing a strategic role as a fighter base.
- WWII brought significant shifts in everyday life during wartime, with air raids, rationing and evacuations affecting millions. It changed attitudes in many different ways.
- WWII led to significant societal changes, affecting work, family life, health and welfare policies, gender roles and the diversity of Britain.

**SUBSTANTIVE
CONCEPTS
PROGRESSION**

History



Settlement

Power and
Empire

Migration
and Invasion

Society and
Civilisation

Achievements
and Legacy

Trade and
Industry

Culture

Technology

Ancestry

Year 3

How did Britain change during prehistory?

What did the earliest civilisations have in common?

What were the achievements of Ancient Egypt and what did they lead to?

Year 4

What was the Roman Empire and how did it become so huge?

How did the Romans impact Britain? What does the evidence reveal about Roman York?

How did life differ in the Greek city states?

How did the Ancient Greeks help to shape the Western world?

Year 5

Who settled in Britain after the Roman legions left? How do we know what their lives were like?

Is it accurate to call the Vikings vicious raiders? Who was the first king of England?

When did the Early Islamic civilisation begin and how enormous did it become? Why was Baghdad a significant settlement?

Year 6








How has crime and punishment changed over time?

Why did Darlington flourish during the Industrial Revolution? How did people's lives differ during this period?








Why did WW2 begin in September, 1939? What role did the people of Darlington play in the war?

**DISCIPLINARY
CONCEPTS
PROGRESSION**








History

	Chronology 	Cause and Consequence 	Continuity and Change 	Similarity and Difference 	Historical Significance 	Sources and Evidence 	Historical Interpretation 
Reception	<p>Sequence simple events in your own life.</p> <p>Talk about past experiences.</p> <p>Use the terms now and then; old and new; old and young.</p>	<p>Identify simple reasons for events in stories or own experiences.</p>	<p>Recognise changes and things that have stayed the same in familiar settings or with familiar objects.</p>	<p>Identify how people or objects are similar or different in your life and surroundings, drawing on experiences and what has been read in class.</p>	<p>Talk about why an event or person is important to you.</p>	<p>Use pictures or objects to talk about the past.</p>	<p>Talk about different ways that people remember the past (e.g., through pictures or stories).</p> <p>Distinguish between fact and fiction through stories and accounts.</p>
Year 1	<p>Recognise a timeline and begin to know what it is used for.</p> <p>Arrange 2 or more events or items on a basic timeline.</p> <p>Use the terms past and present; days, months years; before and after.</p> <p>Label timelines with these terms.</p>	<p>Explain simple reasons why an event occurred in the past.</p> <p>Explain simple consequences of an event that occurred in the past.</p>	<p>Identify basic changes over time and notice things that have remained the same.</p>	<p>Recognise simple similarities and differences between now and the past.</p>	<p>Identify why certain events, people or locations from the past are considered important.</p>	<p>Study simple historical sources like stories, photographs, artefacts or buildings to learn about the past.</p>	<p>Recognise that the past can be shown in different ways, such as in stories, pictures, artefacts or buildings.</p>
Year 2	<p>Order 3 or more key historical events or artefacts on an annotated timeline, using a given scale.</p> <p>Use dates where appropriate.</p> <p>Use a wider range of terms related to the passage of time: nowadays and in the past; previously, recently, currently.</p>	<p>Recognise how one event can lead to another, identifying causes and consequences.</p> <p>Recognise that there are reasons why people acted as they did and the consequences of these actions.</p>	<p>Describe how some aspects of life have changed and others have stayed the same when comparing two time periods.</p>	<p>Identify similarities and differences between two historical periods, people and places.</p>	<p>Explain why some events or individuals in history are remembered and regarded as significant.</p>	<p>Use historical evidence such as photographs, artwork, written accounts or artefacts to answer basic questions about the past.</p>	<p>Understand that people can interpret the past differently and may present different versions of the same event.</p> <p>Begin to explain why certain evidence can be trusted.</p>

History

	Chronology 	Cause and Consequence 	Continuity and Change 	Similarity and Difference 	Historical Significance 	Sources and Evidence 	Historical Interpretation 
Year 3	<p>Understand the term chronology.</p> <p>Place periods of history on a timeline, recognising longer timescales.</p> <p>Place artefacts within their correct age.</p> <p>Understand the terms BCE and CE and use these on a timeline.</p> <p>Use more specific terms to indicate time: pre-history; age; era; period; modern and ancient.</p>	<p>Identify a range of reasons for key historical events and the effects they had on people or places, beginning to use evidence to support my answers.</p> <p>Give reasons for key consequences over a period of time, beginning to use evidence to support my answers.</p>	<p>Identify and explain patterns of change and continuity within a historical period.</p>	<p>Explain how societies in different periods or places were both similar and different in significant ways.</p>	<p>Discuss the importance of historical events, achievements or figures, considering their impact on the time in which they existed, beginning to use evidence to support my answers.</p>	<p>Investigate different types of sources, including maps, to find out about the past and recognise that different sources provide different kinds of information.</p> <p>Suggest sources of evidence to help answer questions and come to conclusions.</p>	<p>Discuss why people in the past or present may interpret historical events in different ways.</p> <p>Identify similarities and differences in accounts.</p> <p>Use more than one source of evidence to gain a more accurate understanding.</p>
Year 4	<p>Use dates and chronological terms to arrange events, historical figures and periods accurately on a timeline.</p> <p>Understand how time is divided into centuries and place specific dates into the correct century.</p> <p>Use a wider range of terms to indicate time: decade, century, millennium.</p>	<p>Analyse multiple causes for events and consider their long- and short-term consequences, using evidence to support my answers.</p>	<p>Explore how certain aspects of society, technology or culture change over time while others continue across periods, representing this with evidence.</p>	<p>Analyse the similarities and differences between historical societies, considering factors like housing, economy and technology.</p>	<p>Evaluate the significance of key events, achievements and individuals, discussing their lasting influence on life today, using some evidence to prove my evaluation.</p>	<p>Use multiple types of historical evidence, including primary and secondary sources, to answer questions, understanding that sources can show different perspectives.</p>	<p>Identify reasons for different interpretations of the same historical event or period.</p> <p>Begin to discuss the reliability of sources.</p>

History

	Chronology 	Cause and Consequence 	Continuity and Change 	Similarity and Difference 	Historical Significance 	Sources and Evidence 	Historical Interpretation 
Year 5	<p>Draw your own timeline with mostly accurate intervals and sequence events on it.</p> <p>Recognise concurrent developments in different places, sequencing historical periods.</p> <p>Use different scales of timelines to look at the same period of time.</p>	<p>Evaluate the significance of various factors contributing to historical events and assess the impact of their consequences over time, using evidence to support my answers.</p>	<p>Compare periods of history, identifying major or rapid changes and aspects that remained continuous and explain why these occurred.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p>	<p>Compare historical periods or cultures in terms of social, political, religious, technological and cultural differences and similarities.</p>	<p>Analyse what makes certain events, achievements or people historically significant, considering long-term effects.</p> <p>Describe the social, religious, political, technological and cultural significance of societies in the past.</p>	<p>Analyse a range of primary and secondary sources to gather evidence about the past, recognising that some sources may be biased or incomplete.</p> <p>Use sources of information to form testable hypotheses about the past.</p>	<p>Compare different historical interpretations and discuss how and why people can view the same event differently.</p> <p>Discuss whether evidence is reliable and explain why.</p>
Year 6	<p>Draw own timeline with accurate intervals and sequence events on it.</p>	<p>Make connections between different events, assessing how causes and consequences shape broader historical developments, using evidence to support my answers.</p>	<p>Analyse long-term trends of continuity and change, and evaluate the significance of these developments over time.</p> <p>Describe the key changes of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Evaluate complex similarities and differences across different time periods and geographical locations, considering their wider impact.</p>	<p>Critically assess the significance of historical events or figures by comparing their impacts over time and across regions.</p> <p>Describe the characteristic features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Critically evaluate a range of primary and secondary sources, understanding their reliability, limitations, and potential biases.</p> <p>Analyse a wide range of evidence to justify claims about the past.</p>	<p>Critically analyse contrasting historical interpretations, assessing how and why historical events are interpreted differently over time, understanding that some evidence is propaganda, opinion or misinformation and no single source of evidence gives the full answer to questions about the past.</p>

**DISCIPLINARY
CONCEPTS
PROGRESSION**

History



		Chronology	Cause and Consequence	Continuity and Change	Similarity and Difference	Historical Significance	Sources and Evidence	Historical Interpretation
Reception	What did I look like as a baby?							
	What is my family history?							
	Where do poppies from remembrance come from?							
	How have toys changed over time?							
	How has transport changed over time?							
	How has the seaside changed over time?							
Year 1	How do the buildings of Hurworth show its history?							
	When was the first flight and how do we know it happened?							
	How has flight changed since the Wright Brothers' success?							
	What role did castles play in the past?							
Year 2	How do we know what happened during the Great Fire of London? What did the Great Fires have in common?							
	Why should Darlington be proud of George Stephenson?							
	Why should we remember Captain James Cook and Matthew Henson?							

**DISCIPLINARY
CONCEPTS
PROGRESSION**

History



Chronology

**Cause and
Consequence**

**Continuity
and Change**

**Similarity and
Difference**

**Historical
Significance**

**Sources
and Evidence**

**Historical
Interpretation**

		Chronology	Cause and Consequence	Continuity and Change	Similarity and Difference	Historical Significance	Sources and Evidence	Historical Interpretation
Year 3	How did Britain change during prehistory?							
	What did the earliest civilisations have in common?							
	What were the achievements of Ancient Egypt and what did they lead to?							
Year 4	What was the Roman Empire and how did it become so huge?							
	How did the Romans impact Britain? What does the evidence reveal about Roman York?							
	How did life differ in the Greek city states?							
	How did the Ancient Greeks help to shape the Western world?							
Year 5	Who settled in Britain after the Roman legions left? How do we know what their lives were like?							
	Is it accurate to call the Vikings vicious raiders? Who was the first king of England?							
	When did the Early Islamic civilisation begin and how enormous did it become? Why was Baghdad a significant settlement?							
Year 6	How has crime and punishment changed over time?							
	Why did Darlington flourish during the Industrial Revolution? How did people's lives differ during this period?							
	Why did WW2 begin in September, 1939? What role did the people of Darlington play in the war?							

History

	What did I look like as a baby?	What is my family history?	Where do poppies from remembrance come from?	How have toys changed over time?	How has transport changed over time?	How has the seaside changed over time?
Reception	young, old, baby, toddler, child, teenager, adult, elderly, grow, same, different, change, a long time ago, yesterday, last week, now, then, past, photograph, image, same, different	family, parent, grandparent, sibling, history, tradition, change, memory, same, different, past, present, future	war, soldier, army, veteran, Remembrance Day, service, respect, silence, poppy, wreath, cenotaph, service	old, new, past, now, toy, material, technology, wind-up, battery, electronic, manual, traditional, modern, parent, grandparent	travel, transport, technology, vehicle, similar, different, old, new, now, then, a long time ago, nowadays, horse, cart, walk, boat, oars, sails, bicycle, train, car, bus, aeroplanes, electric cars, quicker, slower, distance, improved	seaside, beach, holiday, now, then, abroad, expensive, cheap, travel, donkey ride, sandcastle, puppet show, fishing, swimming, walking, pier, promenade, arcade, funfair, aeroplane
	How do the buildings of Hurworth show its history?	When was the first flight and how do we know it happened?	How has flight changed since the Wright Brothers' success?	What role did castles play in the past?		
Year 1	detached, semi-detached, terraced, flat, brick, stone, similar, same, different, materials, change, period, old, new, modern, historic	machines, wings, historical, past, experiment, flying machine, glider, aviation, pioneer, design, inventor, aeroplane, flight, engine, discovery, timeline, significant, achievement, eyewitness, account, source, evidence, historian	aeroplane, frame, cockpit, rudder, elevator, biplane, monoplane, fuel, passengers, pilots, flight attendants, navigation, jet engine, travel, cargo, military, commercial, distances, trade, tourism, impact, technology, aircraft, RAF, airfield, runway, international, industry	castle, protect, king, lord, land owner, power, resource, knight, servant, craftspeople, peasant, battlement, keep, bailey, moat, drawbridge, chapel, tower, arrow slit, portcullis, location, defend, trade		
	How do we know what happened during the Great Fire of London? What did the Great Fires have in common?	Why should Darlington be proud of George Stephenson?	Why should we remember Captain James Cook and Matthew Henson?			
Year 2	capital city, settlement, landmark, narrow, cathedral, population, source, evidence, bakery, spark, flammable, spread, cause, consequence, diary, firehook, gunpowder, King, chronology, similarity, difference, bucket, possession, artefact, archaeologist, document, interpretation, rebuild, architect, safety, continuity, change, drought, firefighting, engine, pump, hose	engineer, locomotive, steam engine, invention, railway, track, freight, goods, investor, passenger, wagon, transport, construction, industry, economy, boom, reliable, trial, electric, high-speed, efficient, legacy, contribution, innovation, pioneer, significant, global	explorer, map, coast, cartographer, voyage, Royal Navy, crew, journal, discover, journey, explore, indigenous, sledge, North Pole, survival skills, navigate, bravery, Inuit, expedition, frostbite, resilience, teamwork, conditions, mission, trade, empire, recognition, achievement			
	How did Britain change during prehistory?	What did the earliest civilisations have in common?	What were the achievements of Ancient Egypt and what did they lead to?			
Year 3	prehistory, Palaeolithic, Mesolithic, Neolithic, archaeologists, artefacts, fossils, chronology, era, hunter-gatherers, flint, Neanderthals, ice age, Mesolithic Era, microliths, domesticate, settlement, Neolithic, revolution, farming, agriculture, permanent homes, Bronze Age, ore, smelting, metalworking, Beaker people, durable, Iron Age, Celts, tools, weapons hillfort, fortified, settlement, army, tribal group, pottery, social structure, leaders, trade, conflict, technology, resources, roundhouses, BCE	civilisation, BCE, emerge, decline, irrigation, fertile, society, cities, transport, hygiene, writing system, religion, polytheism, city-state, leadership, pharaoh, emperor, urbanisation, trade, cuneiform, pyramids, bronze casting, city planning	irrigation, fertile, silt, flood, trade, transport, civilisation, settlement, surplus, agriculture, drought, plough, population, economy, society, pharaoh, hierarchy, scribe, hieroglyphs, papyrus, taxes, record, tomb, mummification, sarcophagus, ritual, deity, afterlife, pyramid, engineering, medicine, maths, legacy, advancement			

	What was the Roman Empire and how did it become so huge?	How did the Romans impact Britain? What does the evidence reveal about Roman York?	How did life differ in the Greek city states?	How did the Ancient Greeks help to shape the Western world?
Year 4	Rome, city-state, republic, monarchy, citizen, province, archaeological, artefact, empire. BCE, CE, emperor, dictator, civil war, legion, soldier, weapons, formation	invasion, empire, conquer, rule, emperor, legionaries, tactics, Celts, Iceni tribe, taxes, rebel, revolt, client ruler, fort, settlement, villa, aqueduct, bathhouse, amphitheatre, Eboracum, forum, military, diverse, excavation, decline, withdrawal, Barbarian tribes, engineering, Latin, architecture, law, legacy	civilisation, city-state, period, archaic, classical, territory, polytheism, rituals, temple, trade, scholar, social class, elite, democracy, assembly, enslaved, citizen, debate, jury, council, military, warrior, militaristic, endurance, discipline, oligarchy, culture, agora, gymnasium, intellectualism, militarism.	democracy, representative, referendum, ostracize, institution, courts, assembly, council, representative, elect, vote, literature, poetry, historian, philosopher, morality, reasoning, dialogue, ethics, reality, contradictions, justice, significant, criteria, judgement, structure, column, frieze, architecture, Olympics, truce, tradition, oath, physician, medicine, observation, diagnosis, treatment.
	Who settled in Britain after the Roman legions left? How do we know what their lives were like?	Is it accurate to call the Vikings vicious raiders? Who was the first king of England?	When did the Early Islamic civilisation begin and how enormous did it become? Why was Baghdad a significant settlement?	
Year 5	empire, territory, rebellion, invade, weapons, tactics, barbarian, withdraw, vulnerable, attack, settle, migrate, farmland, warrior, settlement, Chieftain, community, infrastructure, kingdom, heptarchy, Witan, execute, kinship, hierarchy, class lord, Thegn/Thane, peasant, govern, conversion , monastery, manuscript	longboat, raider, invade, navigator, raid, monastery, chronicle, warrior, civilian, tactics, weaponry, resistance, Danelaw, fortified, heathen, burh, peace, Chieftain, integration, trade, custom, settlement, artefact, defeat, battle, conquer, strategic	civilisation, empire, conquer, caliph, Qur'an, monotheism, polytheism, Abbasid, caliphate, dynasty, political, cultural, succession, Golden Age, mosque, advanced, cultural centre, trade, economy, knowledge, explorer, scholar, academy, scribe, translation, algebra, numeral system, astronomy	
	How has crime and punishment changed over time?	Why did Darlington flourish during the Industrial Revolution? How did people's lives differ during this period?	Why did WW2 begin in September, 1939? What role did the people of Darlington play in the war?	
Year 6	crime, punishment, law, legal system, offence, consequence, deter, court, exile, jury, innocent, guilt, tithing, wergild, ordeal, combat, blood feud, justice, compensation, execution, industrial, transportation, detective, police force, forensic, investigation, DNA testing, prevention, rehabilitation	agriculture, Industrial Revolution, market town, machinery, steam engine, factory, population, expansion, manufacture, large-scale production, railway, industry, industrialist, growth, coal, energy, colliery, factory owner, worker, poor, wealthy, conditions, sanitation, reform, union, urbanisation	appease, treaty, alliance, instability, invasion, outbreak, Blitz, radar, morale, evacuation, retaliate, measures, casualty, rationing, allotment, self-sufficient, shortage, essential, war effort, locomotive works, munitions, ammunition, manufacture, fighter, resilience, blackout, community spirit, welfare state, decolonisation, reform, diversity, welfare state	

History Text Progression

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Reception		 				
Year 1		 				
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

	History Career Progression					
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Reception		Storyteller			Historian	Archaeologist
Year 1	Historical Author		History Teacher			Tour Guide
Year 2		Archivist		Museum Curator		Antique Dealer
Year 3		Genealogist		Cultural Anthropologist	Historical Author	
Year 4	Public Historian	Historic Preservationist				Conservationist
Year 5		Historical Consultant	Exhibit Designer			Cultural Heritage Manager
Year 6		Political Historian		Forensic Historian		Documentary Filmmaker