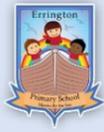




Rationale: A high quality history curriculum will enable children to gain a coherent knowledge of key historical events in order to gain historical perspective of the holistic impact on the UK, and the world, and how these events shape their own future. They will explore and understand how achievements of significant individuals have contributed to our understanding of the developments of society, and learn how the world has adapted and changed over time to create our present.

<p>Intent: Through a curriculum that brings history to life, each year the children will be immersed in a period of history, developing a clear understanding of how this links to other periods and the history of our locality. To promote a love of the subject where children will ask, and find ways to answer, their own questions about the period there are studying.</p>	<p>Implementation: Children will use a range of primary and secondary historical sources, including photographs, artefacts, drawings, maps, census materials, books etc. Children will be provided with a variety of first-hand experiences, including exciting visits and visitors. Children will be encouraged to develop their questioning skills – what do I learn from this and why? Children will develop an understanding of chronology through ordering events and placing them on timelines, including chronology of different historical periods, both those in the UK and across the wider world.</p>	<p>Impact: Children will enjoy history lessons and show a love of history. Children will ask perceptive and inquisitive questions. Children will be able to make links between different cultures and ancient societies. Children will be able to discuss the impact of significant events. Children will be able to explain how the world has changed over time and why Children will be able to place events within chronological time and explain where this is in relation to other historical periods.</p>
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	EYFS Checkpoints	Y1		Y2		Y3	
Key concepts							
		Knowledge	skills	knowledge	skills	knowledge	skills
Historical enquiry	PCC1, PP2, PP3, PCC1 I know dinosaurs lived a long time ago. I understand that things happen in the past, present and future. I understand similarities and differences from when I was a baby to now.	I know how toys have changed over time. I know how our local seaside has adapted over time.	I can identify similarities and differences between old toys and new toys. I can identify similarities and differences between my life and that of a child in the past.	I know some of the roles that women played in history and the challenges they faced. I understand changes within living memory and beyond in our locality (local study) I know about a significant event in UK history-The Great Fire of London.	I can sequence events from an historical event. I can learn about the past from stories, non-fiction texts and artefacts.	I understand changes outside living memory- Stone Age, Bronze Age. Iron Age and Ancient Greeks.	I can sequence events beyond living memory in the last 1000 years. I can use different sources when making an historical enquiry.
Linear themes							
Oppression/rich and poor	N/A	I know that different classes of people were treated differently.	I can explain how the seaside holidays of the rich and the poor were different.	I understand how Mary Seacole and Florence Nightingale worked within the war in Crimea. I know that people in the past were treated differently	I can explain the different experiences between the experiences of Florence Nightingale and Mary Seacole when nursing during the Crimean war.	I understand what the tribal system was within the Iron Age.	



				depending on their race, sex or class.			
Trade/Economy	N/A					I know how land was cultivated for farmland during the stone, bronze and iron ages.	I can explain the relationships between groups of people.
War and conflict	I can talk about the significance of Remembrance Day.	I know why castles were built.	I can research different types of castles. I can explain the different defences castles had.	I understand the significance of the poppy on Remembrance Day.	I can explain what the poppy represents and why we still wear them today.	I know that Sparta was an Ancient Greek city state that focused on building a strong army.	I can explain how the lives of the Spartans differed from those of Athenians.
Significant individuals	PP1,2, 3, PCC2 I can talk about my family and people who help me. I can discuss with a familiar adult all about me. I can talk about the people who are important to me.	I know who Guy Fawkes was and why we celebrate Bonfire Night. I know why Saltburn-by-the-Sea was built as a seaside resort by Henry Pease.	I can sequence events in a story. I can describe events that happened in the past. I can make comparisons between Queen Elizabeth 1 and Queen Victoria.	To explore differences and similarities in the lives of similar significant individuals (Florence Nightingale and Mary Seacole. Neil Armstrong and Ibn Battuta and James Cook). I know the story of Mary Anning. I know about the first moon landing and why this made Neil Armstrong so famous.	I can explain what impact significant individuals have within their field. I can talk about individuals who financed the building of important buildings in Marske-by-the-Sea (Joseph Pease and the Earl(s) of Zetland-Thomas and Lawrence Dundas).	I know about the empire of Alexander the Great. I know that Alexander named many cities he conquered Alexandria. I know the names and ideas of some of the Greek philosophers.	I can locate the countries that made up the empire of Alexander the Great. I can explain how the Greek philosophers still influence our thinking today.
Chronology	PP1, PP2, PP3, PCC1, PCC2, PCC3 I can talk about where I live and how I have changed (baby to now). I can talk about things that have happened before, now and next.	I know the terms now, then and yesterday; old/new, past and present (toys).	I can compare and sort toys into old and new. I can describe memories and changes that have happened in my own life.	I know that some events happened recently and some much longer ago.	I can use vocabulary related to chronology: years ago, beyond, after. I can place events on a simple timeline.	I know that pre-history is the period before things were written down. I know about the chronology of significant events in the Ancient Greek civilisation.	I can link historical periods in terms of millenniums (AD/BC).
Local history	N/A	I know how Marske and Saltburn seaside has changed over time.	I can use photographs to compare seaside holidays in Victorian times with those in the present. I can identify similarities and differences between seaside holidays in the past and those today.	I understand about Marske's local history in relation to its buildings and how they change over time.	I can explain why different buildings were built in Marske after the mines were opened and how these improved the lives of the people who lived here.	I know that the UK was once joined to Europe by Doggerland, an area of land that connected the east coast to the Netherlands.	
Wider world	I begin to learn about animals from around the world. I can talk about events from the past (Christmas story, Diwali, Chinese new year).	I know about different toys from around the world.		I know about key historical events in the wider world and how these influenced children in the UK.		I know about key events in the Ancient Greek period and influences they have on our lives today.	



		Y4		Y5		Y6	
Key concepts							
		Knowledge	skills	knowledge	skills	knowledge	skills
Historical enquiry		I know about primary sources: for example, diaries, letters, speeches, drawings, photographs and films.	<p>I can use both primary and secondary sources when making an historical enquiry.</p> <p>I can discuss the historical sources I have used and what explain what I have learnt from them.</p>	<p>I know about primary sources: for example, diaries, letters, oral histories, speeches, drawings, photographs and film.</p> <p>I can question why a particular event took place and find answers to my questions.</p>	<p>I can use a variety of primary and secondary sources effectively.</p> <p>I understand that sources can contain facts and opinions.</p> <p>I can place important historical events on a timeline.</p> <p>I can explain why things happened during a specific period.</p>	<p>I know about key dates, figures, places and countries involved in the understanding of WW1 and 2.</p> <p>I know how the periods covered links into the change in women's status during the war years.</p> <p>I know key dates, figures and inventions of Ancient Egyptian /Shang Dynasty history and culture.</p>	<p>I can use a variety of sources to make historical conclusions.</p> <p>I can investigate different versions of events and viewpoints and discuss why these may be different.</p> <p>I can place events on a chronological time frame I can explain cause and effect of changes that occurred within that time period.</p>
Oppression/ Rich and poor		I know the different ways people could become slaves in Roman times, and the different types of work they did.	I can talk about the life of a slave in Roman times.	<p>I know about the role of women in Viking times.</p> <p>I know that women did not have the vote during the Victorian period and that the suffragette movement campaigned for this to be granted.</p> <p>I know that slavery was abolished by Queen Victoria.</p> <p>I know about the hierarchy within the Viking period.</p>	<p>I can explain how the suffragette movement campaigned to improve the rights of women.</p> <p>I can explain a day in the life of a wealthy and poor person during Viking times.</p>	<p>I know about life in occupied territories i.e., Nazis, finding solutions.</p> <p>I know how the lives of women changed during WW2.</p> <p>I know about the slavery system in Ancient Egypt/Shang dynasty and the class system that was created.</p> <p>I know about conscription in the army during the World wars.</p> <p>I know about oppression of people based on race and religion.</p>	I can describe similarities and differences between time periods and relate these to current situations on a world-wide level.
Trade		I know about trade links within the Roman Empire.		<p>I know how the Vikings established good trade links across Europe.</p> <p>I know about the importance of the British Empire for overseas trade in the Victorian period.</p>	<p>I can identify goods and materials that the Vikings traded including slaves.</p> <p>I can explain how Britain's wealth in Victorian times was based on the Empire, identify some of the countries that made up the empire and the goods that came from them.</p>	<p>I know about the U-boat, disruption to trade and importance of dig for victory in WW2.</p> <p>I know about trade links with other civilisations during ancient times.</p>	I can identify conflicts now and discuss similar themes from the past, including the importance of trade as a means for negotiation.



War and conflict		I know about Boudicca's rebellion against the Romans.	I can explain what happened during Boudicca's rebellion and give reasons why this took place.	I know about the Anglo-Saxon and Viking invasions and settlements, and the changes these brought.	I can explain why different groups chose to invade. I can compare life in Britain under different invaders.	I know about the cause and effects of the great war and how this led to the onset of WW2. I know how the Windrush generation were encouraged to come to Britain due to personnel shortages because of WW2.	I can talk about some of the reasons for WW1 and WW2.
Significant individuals		I know about Julius Caesar and his attempted invasions of Britain. I know how Gertrude Bell (local figure) explored the middle east and was influential in the creation of modern-day Iraq.	I can locate the places that Gertrude Bell visited.	I can discuss and present an understanding of significant individuals through their lifestyle and achievements.	I can research a chosen black Victorian and write a biography of their life, for example Sarah Forbes Bonnetta, Mary Seacole, Pablo Fanque. I can explain how. Marske-by-the Sea grew in Victorian times due to the arrival of the mines and the railway, and the changes that occurred due to this. Joseph Pease (mine owner).	I know about significant world figures associated with WW2 e.g. Anne Frank, Winston Churchill, Adolf Hitler. I know about key figures within Ancient Egyptian History- Rameses, Tutankhamun, Nefertiti, Cleopatra.	I can use a variety of sources to gather information and draw conclusions about significant individuals.
Chronology		I know how the areas I have studied relate to other historical periods studied previously.	I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.	I know in some detail about the changes that occurred in the lives of children during the Victorian period.	I can accurately use dates and terms to describe historical events.	I know about key events and turning points in the war conflicts and when these happened. I understand how some historical events/periods occurred congruently in different locations.	I can see how events prior and after the World Wars are linked. I can order an increasing number of significant events, movements and dates on a timeline using dates accurately. I can talk about links between the Roman and Egyptian historical periods.
Local history		I know the reasons that Hadrian built his wall.	I can explain when, where and why Hadrian build his wall.	I know that Marske was an Angle settlement and that Marske is a Scandinavian word for Marsh. I know that Marske was a small fishing village that changed significantly following the discovery of ironstone in the nearby hills.	I can explain how Marske-by-the Sea grew in Victorian times due to the arrival of the mines and the railway, and the changes that occurred due to this. Joseph Pease (mine owner). I can explain what the findings from an archaeological dig tell me	I know about air raids, shipping and reserved occupations during WW2. I know how the WW1 and WW2 affected the people living in my locality.	I can use local resources, knowledge and photographs to look at the impact of WW2 on our area.



				I know about the Saxon Princess discovered during an archaeological dig near Loftus.	about the lives of people in Anglo-Saxon times.		
Wider world		I know about the impact of the Roman Empire upon other areas of the world.	I can explain how the Romans affected languages around the world.		In can explain how the expansion of the British empire affected the lives of people around the world.	I know about the world wars and which countries were involved around the world. I know about parallel civilisations and what else was happening around the world at the same time as the Egyptians/Shang dynasty.	I can compare and contrast Ancient Egyptian civilisation with the Shang Dynasty.