

Scheme of Work - History

Throughout the teaching and learning opportunities within History, students have a clear progressive route to enable them to be fully prepared for a rapidly changing world in which they live. This scheme of work has 3 main strands that are threaded through to enable pupils to have a lifelong love of history and develop their historical skills, concepts, knowledge and attitudes. The strands are:

- To be able to take into account a variety of information in order to make decisions that will have a positive effect on their lives.
- Pupils to understand how significant people, events and countries have made an impact upon the world in which they live.
- To become responsible citizens making a positive contribution to their community.

Key skills in History Key:Chronological Understanding.Knowledge and understanding of the past. Historical Interpretations and investigations of the past. Historical Enquiry.Organisation and communication

Autumn Term		How have British families been affected by the past?						
Phase 2								Phase 3
	2	3	4	5	6	7	8	9
	My Family	WW2	WW1	Victorian Children	Wives of Henry VIII	Life in Tudor Times.	Travel and transport	Holocaust
PFA Links	Invite parents/carers and other family members in to talk about the jobs that they do; and the jobs that they used to do. Include people who can talk about the need to change jobs. (For example the closure of the mines and shipyards)	Invite officers from the local Air, Sea and Army cadets.to inform students of the opportunities and experiences they can get from being a member of their organisation. Include representatives from other organisations(Scouts, Girl Guides, Boys Brigade.)	Invite members of the armed forces in to talk about their jobs. Investigate the role of a first aider (John Kirkpatrick) What qualifications and or training do you need for: first aid at work care nurse. paramedic, ambulance driver?	To explore what jobs children can legally do and at what age. To explore opportunities for the exceptions: television, theatre and modelling. Explore the roles of workers at Beamish who employ people to role play throughout the museum.	What services are available to help support families when they break up? Investigate support within school and external agencies. What is the role of counsellors and organisations such as the Samaritans.	What jobs are available that involve working in people's homes/ (carer, nanny, cleaner etc.) Jobs in a theatre, merchant and royal navy.	What jobs are associated with working at an airport? Pupils to explore Newcastle Airport website on the different job roles and opportunities. What jobs are associated with public transport?	Explore jobs (Paid and voluntary) connected with charity organisations. Investigate job opportunities with the Care sector.(Old peoples homes,learning disabilities). Identify college courses and apprenticeship routes/specialist providers

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Cultural Capital Opportunities	To create a class museum using artefacts, and photos from pupils and their families. To create a digital museum of memories. Create Time capsules. To plan and organise a "Retro birthday party".	To visit Eden Camp WW2 museum. To visit Sunderland Air Museum (WW2 section)	To visit South Shields museum to see the exhibition of WW1. To visit commemorative art work (Sculptures). Tommy at Seaham. John Kirkpatrick at South Shields. To create their own sculpture.	To visit Beamish Museum to experience life in Victorian times.	To visit National Trust Washington Old Hall or Bessie Surtees House in Newcastle (English Heritage) for examples of 16th century architecture. To experience a "Tudor Banquet".	Visit to a theatre. To visit National Trust Washington Old Hall or Bessie Surtees House in Newcastle (English Heritage) Visit to a food bank.	Visits to Newcastle airport. Visit Beamish museum to explore different forms of transport. Nissan car factory	Visit to Newcastle Reform Synagogue. Anti-bullying week. Show racism the red card.
Reading Opportunities	Who's In My Family?: All About Our Families (Let's Talk about You and Me) by Robie H. Harris and Nadine Bernard Westcott Me and My Family Tree	The machine gunners. Goodnight Mr Tom Friend or Foe Non-fiction texts Horrible Histories (Books and magazines.)	Where the Poppies Now Grow Hilary Robinson and Martin Impey Peace Lily Hilary Robinson & Martin Impey Poems from the First World War	Street Child Berlie Doherty Gaslight Eloise Williams Oliver Twist Charles Dickens	The Tudors: Kings, Queens, Scribes and Ferrets! Marcia Williams Horrible Histories - Terrible Tudors	What's So Special About Shakespeare? Michael Rosen & Sarah Nayler Elizabeth I Stephanie Turnbull & Colin King Elizabeth I and the Spanish Armada (Stories from History) My Friend Walter	Timetables. Travel information. Newspaper articles Non-fiction texts. Information leaflets.	The Buried Crown Ally Sherrick I will come back for you - A family in hiding during WW1 (Marisabina Russo) The Diary of Anne Frank.

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	by Joan Sweeney and Emma Trithart My Family, Your Family (Cloverleaf Books)		Various poets, selected by Gabby Morgan			Michael Morpurgo Tudors: Picture Book Emily Bone & Galia Bernstein Horrible Histories - Terrible Tudors		The boy in the striped pyjamas.	
Key Vocabulary (subject specific)	past, present, sequence, chronology, year, decade, century, era, impact, research , evidence , fact, fiction, opinion, source, artefact, experts, significant , recent ,lifetime,								
Key Vocabulary (Topic specific)	family mother, father mam dad uncle aunty cousin nephew niece grandparents brother sister	Air-raid Blitz Blackout Air Raid warden RAF Spitfire Evacuate Evacuee Rationing Adolf Hitler Winston Churchill Home Front Nazi Dunkirk	Air-raid Blitz Blackout Air Raid warden RAF Spitfire Evacuate Evacuee Rationing Adolf Hitler Winston Churchill Home Front Nazi Dunkirk	Great Britain France Germany allies front line armistice trench ammunition artillery conflict John Kirkpatrick Gallipoli	Queen Victoria Victorian British Empire writing slate cane orphan maid workhouse mine chimney sweep Oliver Twist Charles Dickens	Henry VIII Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Kathryn Howard Katherine Parr marriage wife Tudors catholic protestant	Tudors Rich Poor Inventory Explorers Exploration Trade Spices Sir Walter Raleigh Sir Francis Drake Spanish Armada William Shakespeare Queen Elizabeth	railways, trains, trams, ferries, cars aeroplanes travel transport metro airport petrol electric pollution holidays	Germany Jewish persecution discrimination nazi Europe anti-semitism Concentration camps. Holocaust genocide Propaganda
	Pupils will: Talk about past and present events in their own lives and in the lives of family members. Begin to order and sequence some familiar events and	Pupils will: Order and sequence some familiar events and objects linked to WW2 Identify some similarities and differences	Pupils will: Order and sequence events and objects linked to WWI and Remembrance. Recognise that their own lives are similar and / or	Pupils will: Understand where the Reign of Queen Victoria fits on a timeline Demonstrate awareness that the past can be divided into different	Pupils will: Use dates and historical terms when ordering events and objects from the Tudor period.	Pupils will Explore trends and changes over time in relation to rich and poor families, housing and trade.	Pupils will: Know and sequence key events of the development of transport over the last 200 years	Pupils will: Use dates and a wide range of historical terms when sequencing events and of the Holocaust.	

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	<p>objects (For example: birthdays, Christmases, holidays, houses, toys, telephones, computers, clothes.)</p> <p>Begin to identify some similarities and differences between ways of life at different times in their family history</p> <p>Begin to recognise the difference between the past and present in their own and their family's lives</p> <p>Begin to know and recount episodes from stories about the past</p> <p>Begin to compare family members talking about the past – how reliable are their memories?</p> <p>Begin to ask questions such as: What was it like for people? what happened? How long ago?</p> <p>Begin to find answers to simple questions about the past from sources</p>	<p>between ways of life at different times Focus on how children and families were affected.</p> <p>Use some terms about the passing of time correctly</p> <p>Recognise the distinction between past and present.</p> <p>Recognise the difference between life during WW2 and the present in their own and others' lives.(For example comparing life on the Home Front and their own lives today)</p> <p>To know and recount episodes from stories about the past</p> <p>Compare adults (Visitors or recordings) talking about WW2. How reliable are their memories? Do their experiences differ?</p> <p>To ask questions such as: What was it like for people? what happened? How long ago?</p>	<p>different from the lives of people in the past.</p> <p>Use common words and phrases concerned with the passing of time correctly.</p> <p>Through finding out about the causes of WWI recognise why people did things, why events happened and what happened as a result</p> <p>Identify similarities and differences between ways of life at different times. Focus on how warfare changed from WWI and WW2. (Trenches, airplanes etc)</p> <p>Compare pictures or photographs of people or events from WWI and WW2.</p> <p>Recognise some basic reasons why people in the past acted as they did. Focus on John Kirkpatrick.(The man with the Donkey)</p>	<p>periods of time. (Tudor, Victorian, Stone age)</p> <p>Use some dates and historical terms when ordering events and objects from the Victorian era.</p> <p>Sequence several events or artefacts</p> <p>Explore trends and changes over time in relation to the treatment of children.</p> <p>Compare periods studied with our life today. Focus on education.</p> <p>Identify reasons for and results of people's actions. Focus on the drive for employment change.</p> <p>Look at representations of the period –(Beamish Museum, The film Oliver.)</p> <p>Describe some of the ways the past can be represented (For example through visiting museums, stories and film.)</p>	<p>Identify where people and events fit into a chronological framework. For example use specific dates and vocabulary to order the marriages of Henry VIII into a chronological framework.</p> <p>Explore links and contrasts within and across different periods of time. (Compare trade, housing etc.)</p> <p>Identify where people and events fit into a chronological framework. For example use specific dates and vocabulary to order voyages of exploration.</p> <p>Compare periods studied with our life today. Focus on housing, jobs, theatres and trade.</p> <p>Identify key features and significant events of Henry's reign.</p> <p>Offer a reasonable explanation for why Henry VIII acted in the way that he did.</p> <p>Look at the evidence available with a focus on the use of portraits of Henry VIII.</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Recognise why some events happened and what happened as a result.</p>	<p>Explore links and contrasts within and across different periods of time. (Compare trade, housing etc.)</p> <p>Identify where people and events fit into a chronological framework. For example use specific dates and vocabulary to order voyages of exploration.</p> <p>Compare periods studied with our life today. Focus on housing, jobs, theatres and trade.</p> <p>Identify reasons for and results of people's actions. Such as Tudor exploration or the Spanish Armada.</p> <p>Recognise reasons why people in the past acted as they did. Such as Tudor exploration or the Spanish Armada.</p> <p>Evaluate the usefulness of different sources.</p> <p>Recognise why some events happened and what happened as a result. (for example</p>	<p>Make comparisons on the impact of changes in transport between different times in the past.</p> <p>Describe links and contrasts of transport within and across different periods of time including short-term and long-term time scales.</p> <p>Examine causes and results of significant events, such as railways, and the impact on people</p> <p>Compare an aspect of life with the same aspect in another period. (For example where people go for holidays.)</p> <p>Evaluate sources and make simple inferences.(For example adverts for different forms of travel)</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p>	<p>Analyse links and contrasts with how the Jewish people have been treated within and across different periods of time including short-term and long-term time scales.</p> <p>Know key dates, characters and events of the Holocaust</p> <p>To understand continuity and change in relation to the Holocaust.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion (Look at German propaganda and their portrayal of Jews.)</p> <p>Recognise that some events, people and changes are judged as more significant than others.Such as World Wars and genocide.</p> <p>Recognise primary (Anne Frank's diary) and secondary</p>
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	<p>of information e.g. artefacts(toys, computers, clothes phones)</p> <p>Begins to use sources to answer simple questions about the past.</p> <p>Begins to describe special or significant events in their lives and their family.</p> <p>Begins to retell simple stories or events from the past.</p> <p>Begins to use simple historical terms</p>	<p>Find answers to simple questions about WW2 from sources of information e.g. artefacts</p> <p>Use sources to answer simple questions about the past.</p> <p>Identify some of the basic ways in which the past can be represented.</p> <p>Describe special or significant events. (Remembrance Sunday)</p> <p>Retell simple stories or events from the past.</p> <p>Use simple historical terms</p>	<p>Ask and answer simple questions about WWI and Remembrance through observing and handling a range of sources.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.Focus on John Kirkpatrick.(The man with the Donkey)</p> <p>Talk about what / who was significant in simple historical accounts.</p> <p>Use a variety of historical terms and concepts</p>	<p>Use a range of sources to find out about the life of children in the Victorian period</p> <p>Use sources to answer historically valid questions</p> <p>Discuss some historical events, issues connections and changes.</p> <p>Use relevant historical terms and vocabulary linked to chronology</p>	<p>Identify historically significant people and events in different situations.</p> <p>Discuss significant aspects of, and connections between, different historical events. (For example the role of monarchy)</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology.</p>	<p>the reasons for and impact of the Spanish armada.)</p> <p>Use sources to address historically valid questions and hypotheses. (e.g., Was Sir Francis Drake a pirate?)</p> <p>Choose relevant material to present a picture of one aspect of life in time past. (For example, going to the theatre, life at sea, life for a poor Tudor family.)</p> <p>Discuss significant aspects of, and connections between, different historical events. (For example: what might have happened if we had not defeated the Spanish Armada?))</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology</p>	<p>(For example which is the most environmentally friendly form of transport)</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Choose relevant ways to communicate historical findings.</p> <p>Discuss and debate historical issues. (For example; which invention had the biggest impact on people. The car or the train?)</p>	<p>(newspaper articles) sources .</p> <p>Use a range of sources to find out about the Holocaust.</p> <p>Describe the impact of the Holocaust and changes associated with the the treatment of minorities in today's society.</p> <p>Choose the most appropriate way of communicating different historical findings.</p> <p>Use appropriate vocabulary when discussing, describing and explaining the Holocaust..</p>
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Spring Term		Significant People						
Phase 2								Phase 3
2	3	4	5	6	7	8	9	
Our Royal Family	Grace Darling/Lifeboats (William Wouldhave)	Florence Nightingale	Great Explorers Captain Cook and Scott of the Antarctic	Crime and Punishment – William Jopling	The Great Fire of London. Samuel Pepys	Jarrow March - MP Ellen Wilkinson	Coal Mining. Davy Lamp (Humphry Davy)	
PFA Links	Invite parents/carers and grandparents in to talk about their memories of Royal marriages, divorces and deaths (Princess Dianna). Relate these to how their own families celebrate, cope and remember these events.	Invite the RNLI in to discuss the skills and training they need to do their job..	Invite members from the nursing/care profession to talk about their jobs. What qualifications and or training do you need for: first aid at work care nurse. paramedic, ambulance driver? Examine opportunities to volunteer with the St John Ambulance	What jobs are associated with exploration today? Find out about the different roles needed for an expedition and the skills needed.	What jobs are associated with "Crime and Punishment". Invite employees from: the police, Community Service officers, and special constable (Voluntary police officer) Look at the work of the prison service. (Prison Me No Way)	Look at the jobs associated with the topic: Fire brigade, health and safety. Look at roles in the armed services which include staff trained to fight fires.	Invite ex-shipyard workers in to talk about how they had to change jobs and retrain.	Discuss the importance of Health and safety at work. Invite ex-miners in to talk about how they had to change jobs and retrain.
Cultural Capital Opportunities	Visit to Bowes Museum. The Queen Mother, who was born Elizabeth Bowes-Lyon, was patron of the museum from 1962 until her death in 2002. To organise their own "street party" to celebrate the Royal family	Visit to Souter lighthouse. Visit to Grace Darling museum at Seahouses. Visit William Wouldhave Memorial and Lifeboat. RNLI visit	Visit to care home. Visit from school nurse.	Visit to Captain Cook museum in Middlesbrough. Visit to Hartlepool Maritime Museum Visit to the planetarium at Life Centre.	Visit to South Shields museum to see William Jobling exhibit Visit the scene of the crime at Tyne Dock Prison Me No Way. Visit South Tyneside magistrates court.	Invite members of the Fire brigade in to discuss fire safety. Visit to Fire station.	Visit to Jarrow March sculpture. Visit to Jarrow Town Hall.	Visits to St Hilda's pithead. Whitburn coastal park. Beamish drift mine.
Reading Opportunities	Horrid Henry Meets the Queen (Francesca Simon)	The Story of Grace Darling - Puffin Books Grace Darling - Usbourne Books	Florence Nightingale - Usbourne Books	Scott of the Antarctic - Young Explorer Polar Explorers for Kids	Holes Louis Sachar The Secret Diary of Kitty Cask,	Toby and the Great Fire of London by Margaret Nash	Jarrow March - Tom Pickard	Canary in the Coal Mine by Madelyn Rosenberg

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	The Queen by Richard Brassey	Grace Darling - the Lighthouse Keeper's Daughter - Scholastic	Florence Nightingale - DK Life Stories		Smuggler's Daughter Philip Ardagh & Jamie Littler	Raven Boy: A Tale Of The Great Fire Of London by Pippa Goodhart The Danger Zone: Avoid Being In The Great Fire Of London by Jim Pipe	The Road to London - Andrew Matthews The Jarrow Crusade - Matt Perry	You Wouldn't Want to be a 19th Century Coal Miner in England (John Malam) The Davy Lamp: Inventing the Miners' Safety Lamp
Key Vocabulary (subject specific)	past, present, sequence, chronology, year, decade, century, era, impact, research , evidence , fact, fiction, opinion, source, artefact, experts, significant , recent ,lifetime,							
Key Vocabulary (Topic specific)	majesty palace Highness Queen Elizabeth Prince Philip King Princess Jubilee reign crown heir throne	Grace Darling Farne Islands William Wouldhave survivor storm wreck heroine rescue lifeboats lighthouse	Florence Nightingale Italy hospital hygiene nurse medicine lamp Scutari Crimea disease injured	Captain James Cook Captain Scott. map Navigate Expedition Exploration Australia Antarctica sledges explorer South Pole journey	crime punishment deter judge jury lawyer pillory criminal citizen William Jobling gibbet innocent guilty	Samuel Pepys diary London Houses of Parliament River Thames Fire Fireman Pudding lane bakery Monument Cart Bucket Sir Christopher Wren	Jarrow London Houses of Parliament Ellen Wilkinson march government crusade hunger sympathy parliament unemployment, Palmers Shipyards	mining coal miner danger damp coal coke explosion accident lamp heating, powersource energy pollution environment strike
	Pupils will: Children talk about past and present events in their own lives and in the lives of family members. Begin to recognise the distinction between past and present.(Past Silver, Diamond	Pupils will: Order and sequence some familiar events and objects in the lives of Grace Darling and William Wouldhave Recognise the distinction between past and present.	Pupils will: Order and sequence events and objects in the life of Florence Nightingale Recognise that their own lives are similar and / or different from the lives of people in the past. (For	Pupils will: Use some dates and historical terms when ordering events and objects in their study of significant explorers Understand where the exploration dates fit on a timeline.	Pupils will: Use dates and historical terms when ordering events and objects related to "Crime and Punishment" Begin to identify where people and events fit into a chronological framework.(Focus	Pupils will: Use dates and historical terms when ordering events and objects related to "The Great fire of London." Identify where people and events fit into a chronological framework.(For example identify where the Jarrow	Pupils will: Know and sequence key events of the Jarrow March. Identify where people, places and periods of time fit into a chronological framework.(For example identify where the Jarrow	Pupils will when studying the history of coal mining use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge

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	<p>and Golden Jubilees.)</p> <p>Begin to order and sequence some familiar events and objects. (Commemorative mugs, coins and other souvenirs)</p> <p>Begin to identify some similarities and differences between ways of life at different times. (Compare the attitude to marriage and the rules of succession)</p> <p>Begin to use some terms about the passing of time correctly</p> <p>Begin to recognise the difference between the past and present in their own and the lives of the Royal family</p> <p>Begin to know and recount episodes from stories about past Royal events.</p> <p>Know about similarities and differences between themselves and others.</p>	<p>Identify some similarities and differences between ways of life at different times. (Compare lighthouses, coastguard rescue, lifeboat designs)</p> <p>Use some terms about the passing of time correctly</p> <p>Recognise the difference between the past and present in their own and others' lives</p> <p>To know and recount episodes from stories about the past</p> <p>Make simple observations about different people, events, beliefs and communities.</p> <p>To ask questions such as: What was it like living on a lighthouse? what happened? How long ago?</p> <p>Use sources to answer simple questions about the past.</p> <p>Choose parts of stories and other sources to show</p>	<p>example: the change in health care.)</p> <p>Use common words and phrases concerned with the passing of time correctly.</p> <p>Recognise why people did things, why events happened and what happened as a result .(Linked to the changes at the hospital in Scutari and the setting up of the nursing profession.)</p> <p>Identify similarities and differences between ways of life at different times. (Compare nursing now and then)</p> <p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photographs / accounts / stories</p> <p>Recognise some basic reasons why</p>	<p>Sequence several events or artefacts.</p> <p>Explore trends and changes over time in the context of exploration.</p> <p>Compare periods studied with our life today. (Relate to space exploration.)</p> <p>Identify reasons for and results of people's actions.(Captain Cook and Scott.)</p> <p>Understand why people may have wanted to do things.</p> <p>Identify and give reasons for different ways in which the past is represented (Compare how the indigenous people of Australia feel their history has been represented.)</p> <p>Look at representations of the period – museum, cartoons ,film etc.</p> <p>Recognise that different versions of past events may exist.</p>	<p>on Roman, Anglo-Saxon, Tudor and Victorian periods.)</p> <p>Explore links and contrasts within and across different periods of time in the study of Crime and Punishment.</p> <p>Begin to identify key features and significant events of time studied</p> <p>Look for links and effects connected to a study of crime and punishment.</p> <p>Offer a reasonable explanation for some events.</p> <p>Look at the evidence available. (Focus on the trial and conviction of William Jobling.)</p> <p>Begin to evaluate the usefulness of different sources. (Local study of William Jobling.)</p> <p>Use text books and historical knowledge to identify trends in crime punishment over periods of time.</p>	<p>chronological framework</p> <p>Explore links and contrasts within and across different periods of time in the study. (Explore how firefighting has changed.)</p> <p>Understand more complex terms e.g. BC/AD</p> <p>Identify key features and significant events of the Great Fire of London.</p> <p>Offer a reasonable explanation for the Great Fire of London..</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify reasons for and results of people's actions.</p> <p>Look at the evidence available.</p> <p>Recognise that our knowledge of</p>	<p>March fits in with the Great Depression)</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term.(Investigate the growth of towns with their associated industry Look at the impact on the community when the industry declines.Past and present.)</p> <p>Examine causes and results of significant events and the impact on the people of Jarrow.</p> <p>Compare life in early and late 'times' studied. (Compare the importance of sea trade and ship building)</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Compare accounts of events from different sources – fact or fiction.</p>	<p>of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. For example:the change in law for working conditions; the change in the demand for coal and environmental awareness.</p> <p>Understand continuity and change in the demand of coal as a resource.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. (For example the need for safer working conditions and the impact of the Humphrey Davy safety lamp.</p> <p>Know key dates, characters and events of time studied.</p>
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	<p>Begin to make simple observations about different people, events, beliefs and communities.</p> <p>Begins to use sources to answer simple questions about the past.</p> <p>Begins to choose parts of stories and other sources to show what they know about the past.</p> <p>Begins to identify some of the basic ways in which the past can be represented.</p> <p>Begins to describe special or significant events.</p> <p>Begins to retell simple stories or events from the past.</p> <p>Begins to use simple historical terms</p>	<p>what they know about the past.</p> <p>Identify some of the basic ways in which the past can be represented.</p> <p>Describe special or significant events.</p> <p>Retell simple stories or events from the past.</p> <p>Use simple historical terms</p>	<p>people in the past acted as they did.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Consider why things may change over time.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p> <p>Talk about what / who was significant in simple historical accounts.</p> <p>Use a variety of historical terms and concepts</p>	<p>(Compare how the indigenous people of Australia feel their history has been represented.)</p> <p>Describe some of the ways the past can be represented</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Use sources to answer historically valid questions</p> <p>Discuss some historical events, issues connections and changes. (Discuss the viewpoint of indigenous population)</p> <p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant historical terms and vocabulary linked to chronology</p>	<p>Use evidence to build up a picture of a past event. (Local study of William Jobling)</p> <p>Describe some of the ways the past can be represented</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Use sources to address historically valid questions and hypotheses. (Do punishments deter people committing crime?)</p> <p>Select and record information relevant to the study</p> <p>Use sources to answer historically valid questions</p> <p>Identify historically significant people and events in different situations.</p> <p>Identify historically significant people and events in different situations.</p> <p>Discuss significant aspects of, and connections between, different historical events. (Did William Jobling deserve his punishment?)</p> <p>Select and organise relevant historical information to</p>	<p>past events is constructed from different sources of evidence. (Focus on diaries)</p> <p>Use evidence to build up a picture of the Great Fire of London..</p> <p>Recognise why the Great Fire of London happened and what happened as a result.</p> <p>Identify historically significant people and events in different situations.</p> <p>Select and organise relevant historical information to present in a range of ways.</p> <p>Discuss significant aspects of, and connections between, different historical events. (For example, how did housing change after the Fire?)</p> <p>Select and organise relevant historical information to</p>	<p>Evaluate sources and make simple inferences.(Look at photographs of the Jarrow Marches. What are they wearing? Why carry a banner?)</p> <p>Begin to identify primary and secondary sources. (interviews with participants. Newspaper articles, family recollections))</p> <p>Use evidence to build up a picture of a past event.(Include how a community remembers. Jarrow March sculpture.)</p> <p>Select relevant sections of information about an event.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Discuss and debate historical issues. (Did the Jarrow March achieve its aims?).</p> <p>Use appropriate vocabulary when discussing and</p>	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. For example look at the coverage of the 1985 Miners Strike in the media</p> <p>Be aware that different evidence will lead to different conclusions.(Relate to the need for coal and other sources of cleaner energy.)</p> <p>Recognise primary and secondary sources. (Interview and record workers and families who experienced the 1985 miners strike.)</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge gathered from several sources together to form contrasting arguments. (Miners strike- should they have done it?)</p> <p>Describe the impact of historical events and changes.. (Safety lamp. The change in the demand for coal</p>
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					present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology.	linked to chronology.	describing historical events. Choose relevant ways to communicate historical findings. Recall, select and organise historical information	and other fossil fuels.) Acknowledge contrasting evidence and opinions when discussing and debating historical issues.(Should the Miners have gone on strike? Was the treatment of "Scabs" justified?) Use appropriate vocabulary when discussing, describing and explaining historical events.
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Summer Term		How have different civilisations / countries influenced Britain?							
		Phase 2					Phase 3		
		2	3	4	5	6	7	8	89
		My school	Anglo Saxons	Vikings	Romans	Ancient Greece	Ancient Egypt	Indian Sub Continent	USA – 1950s The Impact of Rock and Roll
PFA Links	Look at the different job roles in our school, past and present. Invite them in to be interviewed on how the school and their jobs were the same/different.	Look at the jobs available with groundworks based at Jarrow Hall. What courses and options did employees follow to gain a job?	Look at the job roles involved in producing films and TV shows related to Viking myths. (Story, script writers, animation, editing, directing, special effects etc.)	Look at the jobs connected to archaeology. What skills and training are needed? What opportunities are there to gain experience as a volunteer at a museum?	Look at jobs connected to the theatre. Acting, sound, set design, costumes, makeup. Explore what options are available at Epinay that would enable students to pursue these as a career choice.	Look at jobs connected with building and construction. Explore what options are available at Epinay that would enable students to pursue these as a career choice.	Visits from the local Sikh, Hindu and Bangladeshi business community. What job opportunities are available? Cooks, waiters, delivery drivers? What skills and personal qualities do they look for?	Look at the jobs and careers of modern "influencers". How can people make a career from youtube, instagram, TikTok? What are your responsibilities to your followers?	

Scheme of Work - History

Cultural Capital Opportunities	<p>To plan and organise a Celebration of Epinay school party. To invite past and present staff and pupils.</p> <p>Members of South Tyneside</p> <p>To create a class museum about the history of Epinay school using artefacts,</p> <p>To create a digital museum of memories. Create Time capsules.</p> <p>(These will be buried on the new school site.)</p>	Visits to: Bedesworld, and St Paul's Church and monastery	<p>Visits to Jorvik Viking centre in York.</p> <p>Look at the influence of Viking myths on modern day films, TV, and stories.</p> <p>(Marvel films and comics, How to train your dragon.)</p>	Visits to: Arbeia South Shields to do Timequest archaeology dig. <p>Hadrian's Wall and Segedunum</p>	<p>Visit to the Great North Museum. (Hancock)</p> <p>Visit to Westovian or Customs House Theatre. Also to see South Shields amphitheatre at the seafront for an example of an open air theatre.</p>	Visit to the Great North Museum. (Hancock)	<p>Visit to Discovery museum.</p> <p>Destination Tyneside exhibition.</p> <p>Visits to mosque, sikh Gurdwara.</p> <p>Visits from members of Hindu community.</p>	Visit to Beamish museum. (Fifties section). <p>Visit Lickety Split in Seaham, which is decorated in the style of a fifties diner.</p>
Reading Opportunities	Enrichment folders. Past and present school prospectuses. Newspaper articles.	Horrible Histories – Anglo-saxons	Horrible Histories - Vicious Vikings <p>Viking Boy</p>	Horrible Histories - Rotten Romans <p>Pompeii (purple)</p> <p>Life in Ancient Rome (FF)</p> <p>Gladiators (FF)</p>	Horrible Histories - Groovy Greeks <p>The ideas and beliefs of Ancient Greece (FF)</p>	Horrible Histories - Awful Egyptians <p>Building the Pyramids (purple)</p> <p>Life in Ancient Egypt (FF)</p>	Indus Valley (Great Civilisations) <p>Indus Valley City (Building History)</p> <p>The Indus Valley (Explore!)</p>	Newspaper extracts from the time. <p>“Buddy” Nigel Hinton magazine articles</p>
Key Vocabulary (subject specific)	past, present, sequence, chronology, year, decade, century, era, impact, research , evidence , fact, fiction, opinion, source, artefact, experts, significant , recent ,lifetime,							
Key Vocabulary (Topic specific)	Epinay school, classroom teacher, chalk, blackboard, whiteboard Interactive assemblies school dinners playground PE	invade Angles Saxons raid trade Bede Bedesworld Farm Beowulf Vikings monks monastery	Vikings Longboat Invade Settle Jorvik York King Freeman Slave Myths Gods Goddesses	Rome, Roman Empire Centurion legion invasion conquest Julius Caesar Boudicca Hadrian fort Arbeia	Greek Greece city state Athens Sparta democracy pottery Marathon Olympus Olympics	ancient Egypt River Nile pyramids tomb mummy mummification Tutankhamun papyrus shaduf cartouche Hinduism immigration curry	India, Pakistan Bangladesh, Indus Valley civilisation rise decline trade crafts Hinduism mainstream Elvis Presly teddy boy idol	rock and roll teenager juvenile delinquent rebel youth culture fashion mainstream

Scheme of Work - History

	computers	scriptorium manuscript	Thor Odin Loki Sword Shield	conquer occupy settle	Gods Goddesses theatre	priest afterlife Gods/Goddesses	commonwealth Empire immigration	drive-in diner racism
	<p>Pupils will: Talk about past and present events in their own school lives and in the lives of family members.</p> <p>Begin to order and sequence some familiar events and objects (Key events in the history of Epinay school. Artefacts from school in the last 50 years.)</p> <p>Begin to identify some similarities and differences between school life at different times in the school's history. (Playground, buildings, technology, staff)</p> <p>Begin to recognise the difference between the past and present in their own school life and their family's school lives</p> <p>Begin to know and recount episodes from stories about the past</p>	<p>Pupils will: Order and sequence some familiar events and objects linked to the Anglo-Saxons.</p> <p>When studying the Anglo- Saxon identify some similarities and differences between ways of life at different times. (For example, religion)</p> <p>Use simple terms about the passing of time correctly</p> <p>Begin to recognise the difference between the past and present in their own and the lives of Anglo-saxons.</p> <p>To know and recount episodes from stories about the past . (Such as episodes from the life of Bede and monasteries.)</p> <p>Make simple observations about different people, events, beliefs and communities of the Vikings</p>	<p>Pupils will: Order and sequence some familiar events and objects linked to the Vikings.</p> <p>When studying the Vikings identify some similarities and differences between ways of life at different times. For example, religion)</p> <p>Use some terms about the passing of time correctly</p> <p>Recognise the difference between the past and present in their own and the lives of Vikings.</p> <p>To know and recount episodes from stories about the past.</p> <p>Make simple observations about different people, events, beliefs and communities of the Vikings</p> <p>Uses stories to encourage children</p>	<p>Pupils will: Order and sequence events and objects linked to the Roman invasion and settlement of Britain.</p> <p>Recognise that their own lives are similar and / or different from the lives of people during the Roman occupation of Britain.</p> <p>Use common words and phrases concerned with the passing of time correctly.</p> <p>Recognise why people did things, why events happened and what happened as a result. (For example: why did the Romans invade Britain? How did the Britons react? What impact did the Romans have on the people of Britain?)</p> <p>Identify similarities and differences</p>	<p>Pupils will: Understand where the Ancient Greeks fit on a timeline.</p> <p>Demonstrate awareness that the past can be divided into different periods of time. (Recent history, Anglo Saxon, Roman, Ancient Greece)</p> <p>Use some dates and historical terms when ordering events and objects from Ancient Greece.</p> <p>Explore trends and changes over time. (For example the concept of democracy. The Olympic and paralympic games.)</p> <p>Compare periods studied with our life today. (The influence of ancient Greece on today's society, such as the role of democracy., Olympics, theatre)</p> <p>Understand why people may have</p>	<p>Pupils will: Use dates and historical terms when ordering events and objects from Ancient Egypt.</p> <p>When studying Ancient Egypt identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and across different periods of time. (For example the links with Greece and Rome.)</p> <p>Use terms related to the period and begin to date events from Ancient Egypt.</p> <p>Understand more complex terms e.g. BC/AD</p> <p>Identify key features and significant events of time studied. (For example pyramids, the importance of the River Nile)</p>	<p>Pupils will: Know and sequence key events of the Indus Valley Civilisation.</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past history of India. (Indus valley, British Empire and Commonwealth.)</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term(Indus valley, British Empire and Commonwealth.)</p> <p>Examine causes and results of significant events and the impact on people. (British rule in India)</p> <p>Compare life in early and late 'times' studied in</p>	<p>Pupils will: Use dates and a wide range of historical terms when sequencing events and periods of time from 1950s USA.</p> <p>Make comparisons between different times in the past.(For example: How has teenage youth culture changed through the decades from the 1950s?)</p> <p>Develop chronologically secure knowledge of the events and periods of the 1950s.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.(For example: what effect did youth culture have on the civil rights movement?)</p>

Scheme of Work - History

	<p>Begin to compare family members talking about the past – how reliable are their memories?</p> <p>Begin to ask questions such as: "Why is the school called Epinay?" What was it like for people? what happened? How long ago?</p> <p>Begin to find answers to simple questions about the past from sources of information e.g. newspaper articles.</p> <p>Begins to use sources to answer simple questions about the past.</p> <p>Begins to describe special or significant events in their lives and their family.</p> <p>Begins to retell simple stories or events from the past.</p> <p>Begins to use simple historical terms</p>	<p>communities of the Anglo-saxons.</p> <p>Uses stories to encourage children to distinguish between fact and fiction. (What factual information can we learn from the tale of Beowulf?)</p> <p>To ask questions such as: What was it like to be a monk? What gods did the Anglo-saxons believe in?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts and stories.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Use sources to answer simple questions about Vikings.</p> <p>Choose parts of stories and other sources to show what they know about Vikings.</p> <p>Describe special or significant events to do with Vikings..</p> <p>Retell simple stories or events from the past</p> <p>Use simple historical terms when talking about the Vikings.</p>	<p>to distinguish between fact and fiction. (Look at How train your dragon, Marvel films.)</p> <p>To ask questions such as: What was it like to be a Viking warrior? What gods did the Vikings believe in?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts and stories.</p> <p>Use sources to answer simple questions about Vikings.</p> <p>Choose parts of stories and other sources to show what they know about Vikings.</p> <p>Describe special or significant events to do with Vikings..</p> <p>Retell simple stories or events from the past</p> <p>Use simple historical terms when talking about the Vikings.</p>	<p>between ways of life at different times</p> <p>Compare two versions of a past event. (For example Boudicca's revolt)</p> <p>Compare pictures of people or events in the past.</p> <p>Discuss reliability of accounts / stories. (For example the Roman accounts of Boudicca's revolt)</p> <p>Recognise some basic reasons why people in the past acted as they did. (For example: why did Hadrian order a wall to be built.?)</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. (For example visit the Roman wall and forts.)</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources.</p>	<p>wanted to do things.</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources –</p> <p>Compare different versions of the same story</p> <p>Look at representations of the period – museum, pottery, films (Jason and the Argonauts, Clash of the Titans), stories etc.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.(For example; Look at pottery and armour)</p> <p>Describe some of the ways the past can be represented</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p>	<p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events. (Why did they build pyramids? Why did they mummify bodies/)</p> <p>Look at the evidence available</p> <p>Recognise how sources of evidence are used to make historical claims.(For example:Tutankhamun's tomb tells us this about him.)</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Use evidence to build up a picture of a past event</p> <p>Ask a variety of questions Use books and the internet for research</p> <p>Use sources to address historically valid questions and hypotheses. (For example: why did they build pyramids?)</p>	<p>the context of Indian history.</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Compare accounts of events from different sources – fact or fiction. (British atrocities in India.)</p> <p>Offer some reasons for different versions of events</p> <p>Evaluate sources and make simple inferences.</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use books and the internet for research with increasing confidence</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Choose relevant sources of evidence to</p>	<p>Compare beliefs and behaviour with another time studied(Compare treatment of Jews in WW2 with blacks in 50s America).</p> <p>Understand continuity and change in the context of youth culture.</p> <p>Know key dates, characters and events of time studied.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>
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Scheme of Work - History

		<p>Describe special or significant events.</p> <p>Retell some simple stories or events from the past.</p> <p>Use simple historical terms</p>	<p>Consider why things may change over time. (for example: Why did some Britains accept the Romans?)</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.(Hadrians Wall)</p> <p>Talk about what / who was significant in simple historical accounts. (Boudicca, Hadrian)</p> <p>Demonstrate simple historical concepts and events through roleplay, drawing and writing.</p> <p>Use a variety of historical terms and concepts</p>	<p>Select and record information relevant to the study</p> <p>Begin to use books and the internet for research</p> <p>Use sources to answer historically valid questions.(For example: what weapons and armour did Greek soldiers use?)</p> <p>Discuss some historical events, issues connections and changes.</p> <p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant historical terms and vocabulary linked to chronology</p>	<p>Recognise why some events happened and what happened as a result.</p> <p>Identify historically significant people and events in different situations. (The importance of Tutankhamun's tomb and artefacts)</p> <p>Discuss significant aspects of, and connections between, different historical events.</p> <p>Select and organise relevant historical information to present in a range of ways.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology</p> <p>Recall, select and organise historical information</p>	<p>support particular lines of enquiry. (For example: The British Empire was good for India.)</p> <p>Discuss and debate historical issues. (For example: immigration is a good thing for a country.)</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Choose relevant ways to communicate historical findings.</p> <p>Recall, select and organise historical information</p>	<p>Use a range of sources to find out about an aspect of time past</p> <p>Bring knowledge gathered from several sources together to form contrasting arguments. (For example: rock and roll music had a negative influence on teenagers.)</p> <p>Confidently use books and the internet for research</p> <p>Describe the impact of historical events and changes.(For example the emergence of the youth culture and the influence of the media)</p> <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p>
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Scheme of Work - History

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