Historical C	Chronology Historical (Concepts Historical Inter	pretations Historical End	quiry Historical comn	nunication	
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What do I know about me? Daytime or Night-time: Does How have I changed since I was a baby?		Why do we wear different clothes at different times of the year?	Does everything grow?	Is it an insect?	Journeys Where will you go?
	Children will learn that time passes in sequential order. That there are key words/vocabulary associated with the passage of time; first, then, next, before, after, beginning, end They will comment on images of themselves from the past e.g. baby photographs, 1st day of Reception.	Children will start to show the awareness of time in the day e.g. stating it is lunchtime next; Commenting and noticing on what happens in each season; Being able to narrate their daily routines/weekly activities Use past tense with increasing accuracy. Sequence stories/events. Talk about people in the community. Guy Fawkes and Bonfire night Story sequencing.	Children will learn that there are days of the week/months of the year that repeat and go in order; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. January, February, March, April, May, June, July, August, September, October, November, December. They will learn that there are seasons that repeat and go in order; Spring, Summer, Autumn, Winter. The times of the day go in order and repeat everyday e.g. day time, morning, lunchtime, afternoon, evening, night time.	Children will learn that time passes in sequential order. They will comment on images of themselves from the past e.g. baby photographs, 1st day of Reception. We will discuss how they have grown, what they can do now that they couldn't do before. What are our favourite celebrations each year? Opportunities to compare and contrast recurring celebrations like Easter, comparing to other festivals already covered (Christmas, Halloween, Harvest, Diwali, New Year, Chinese New Year)	Children will start to show awareness about the stages of life/ life-cycles in other creatures. e.g. mini-beasts, frogs etc A visit to Preston Park Museum and Butterfly World. The children will also visit the Victorian street part of the museum where they will be exposed to language and artefacts that will link into Y1 1960s enquiry.	The children will learn about 'People Who Help Us' which allows them to see different modes of transport. Transport then and now. Talk about the lives of people in the community. A visit from the fire brigade will expose the children to language around fire safety and this will prepare them for the Great Fire of London enquiry in Year 1. The children will discuss journeys they may have been on e.g. their journey to school, recalling a family holiday or special time. Link to their school journeys of ar -nursery to reception and the journey the are about to go on to Year 1.
Substantive concepts	Disrespect, Buying and Selling, City, Festivals, Achievements, Britain	Disrespect, Buying and Selling, City, Festivals, Achievements, Britain	Disrespect, Buying and Selling, City, Festivals, Achievements, Britain	Disrespect, Buying and Selling, City, Festivals, Achievements, Britain	Disrespect, Buying and Selling, City, Festivals, Achievements, Britain	Disrespect, Buying and Selling, City, Festivals, Achievements, Britain

Historical (hronology Historical Concepts Historical Interp		pretations Historical End	<mark>juiry</mark> Historical com	munication	
Year 1	What makes me, me? Opportunities for the children to acquire some sense of the passing of time. Reflect on changes, which have occurred to them in their young lives. Historical concepts Historical communication	How would you rebuild London after the Great Fire? Explore the events that happened during the Great fire and why it so significant in history now. The children will explain why the Great Fire spread so quickly using the various ideas and more use of time conventions, e.g. 'in 1666' Local link - Use photographs to find out about the great fire of Darlington. Poppy Day: What are memories? **Historical concepts **Historical communication British history/ Cultural/military	Were children happier in the olden days? Allow children to ask their own questions about things they would like to find out about within living memory in Darlington? Children are to develop an awareness of the past, using common words and phrases relating to the passing of time, idea of chronology and that there are similarities and differences between ways of life in different periods. **Historical enquiry **Historical interpretations Local history/ Cultural	Which animal is King of the Carnival?	What is growing in our gardens?	What is special about the Great British Sea side? (Geog/Hist) Understanding changes within living memory – using photographs to identify what people did/ do now at the seaside. **Historical interpretations **Historical communication Historical chronology Local history/ British History Cultural
Substantive concepts Disciplinary Concepts		Trade, Civilisation, Legacy, Conflict Cause and Consequence	Beliefs Similarities & Differences			Legacy Continuity and Change

Historical Chronology Historical (Concepts	Historical Interp	pretations	Historical Enq	luiry	Historical comm	nunication	
Year 2	Where does our food come from?		with Austra Captain Coc (A person of also be inve connect the Australia. Why should Gunpowder Understand remembere celebrate Bo picture and **Historical	dk, f significance) will stigated to further North East to I we remember the plot? ing what is d when we onfire night using clues. interpretations ommunication inquiry	understand the lives, past and They will invested events using puphotographs, artefacts and classroom. The insight into hopast were difficiers now and	o understand ous and begin to e impact on present. stigate the main inctures, written sources, wisits outside the ey will gain an inverse in the erent to their learn about why int nationally as inquiry pronology concepts history		can we become fe conservation rs?	What makes a structure Strong? DT Science driver with some History — Children will learn about significant people — Brunel and Emily Roebling	Why was the Great Exhibition significant? Children will explore trade and leisure in Victorian times. In particular they will recognise changes and achievements in technology and Science as well as changes that occurred in London. They will identify which time period this was and link to when previous people studied were around, thus building on their sense of chronology. They will learn how Crystal palace was built for the Great Exhibition and what that meant to the people of Great Britain. Historical communication Historical chronology Local/ British history Cultural, economic
Substantive concepts Disciplinary Concepts			Conflict, Bel	iefs, Civilisation	Beliefs, Trade,	Legacy				Trade, Empire Interpretation, Significance Similarities & Differences
Year 3	How can we ta responsibility tour community healthy?	for making	end of the I they achiev Chn to learn been living i long time ar was like bet Stone Age to line activitie understand time. The ch historians fi prehistory a recognise he during these identify the	In that people have in Britain for a very and about what life ween the early to the Iron Age. Time its will help them this wide span of an will learn how and out about ind they will by people lived a periods They will		How are toys sed on science?	What angry	makes the Earth ?	Why was the River Nile so important to Ancient Egyptian life? The chn will investigate what societies in Mesopotamia, the Indus valley and in China all had in common by extracting information from text/pictures/objects. An indepth study of Ancient Egypt will allow the children to learn about the attitudes, beliefs, and ways of life of Ancient Egyptians and how artefacts can lead us to find out more about people's daily lives and even re-write	What is 'great' about Great Britain? People will be at the centre of this study as the children will recognise who has helped make Great Britain great today and, in the past, including British monarchs, scientists, mountaineers and people in the community! They will place significant people onto a timeline to identify key changes/ influences that have had an effect on Great Britain overtime. Historical chronology British history/ political

took place throughout these years. Ye	Historical (Chronology Historical	Concepts Historical Inter	pretations Historical End	quiry Historical comn	nunication	
Concepts Disciplinary Concepts What is important to our Darling Town? The chn will understand how the local landscape has changed through their own observations of the area, maps and pictures. They will know that types of settlement and land use effects how and where people live and be able to give reasons for why Darlington has changed overtime. Historical chronology Local history Cultural, Economic Cultural, Economic Civilisation, Legacy Continuity & Change Similarities & differences What did the Ancient Greeks do for us? The chn will negens that the Ancient Greeks were farmers and early traders that introduced their way of life to many new places. They will learn about their ideas on science, art, architecture, religion and philosophy which will help them discover what life was like in Ancient Greece. They will name some of the legacies that they left behind and how their culture influences life today. A study of Alexander the Great will also help the chn to understand how nature of the ancient word was changed. They will locate where Ancient Greece fits in with other periods already studied, making links with other civilisations. "Historical Interpretations Historical interpretations			years. **Historical chronology **Historical concepts **Historical communication			Stone as a catalyst for this. **Historical enquiry **Historical interpretations Historical concepts Historical communication World history/ Cultural/	
Year 4 What is important to our Darling Town? The chn will understand how the local landscape has changed through their own observations of the area, maps and pictures. They will know that types of settlement and land use effects how and where people live and be able to give reasons for why Darlington has changed overtime. Historical concepts Historical concepts Historical concepts Cultural, Economic What is important to our Darling town? What influences Art? What did the Ancient Greeks were farmers and early traders that the Ancient Greeks were farmers and early traders that introduced their way of life to many new places. They will learn about their ideas on science, art, architecture, religion and philosophy which will help them discover what life was like in Ancient Greece. They will name some of the legacies that they left behind and how their culture influences life today. A study of Alexander the Great will also the power of the not understand how nature of the ancient world was changed. They will locate where Ancient Greece fits in with other periods already studied, making links with other civilisations. **Historical concepts** **Historica			1 -			=	
Darling Town? The chn will understand how the local landscape has changed through their own observations of the area, maps and pictures. They will know that types of settlement and land use effects how and where people live and be able to give reasons for why Darlington has changed overtime. Historical chronology Local history Cultural, Economic Darling Town? The chn will recognise that the Ancient Greece is in with other civilisations. This was like and will cannot be territorial and understand has Roman life in Britain was like and will allow then to make comparisons with what great and some of the legacies that they left behind and how their culture influences life today. A study of Alexander the Great will also the chronology to the hor on derstand how nature of the ancient world was changed. They will locate where Ancient Greece fits in with other periods already studied, making links with other civilisations. This chnowlild recognise that the had never been built? The study of Haddrian's wall had never been built? The study of Haddrian's wall had never been built? The study of Haddrian's Wall will allow the chro to understand what Roman life in Britain was like and will allow the comparisons with what comparisons with what the end of the Iron age, between Celtic and Roman life styles. They will last the end of the Iron age, between Celtic and Roman life styles. They will learn that Roman Britain was like at the end of the Iron age, between Celtic and Roman life styles. They will learn that Roman Britain was part of a huge empire ruled from Rome and why they make the control the minerals and exports from this country. They will also understand had now nature of the ancient world was changed. They will locate where Ancient Greece fits in with other periods already studied, making links with other civilisations. Thistorical communication will be the not of the territory of the ancient will be the not of the Iron Rome and why they Roman Empire. Interpretations will be the not of the Iron Rome and why they			& differences			•	
	Year 4	Darling Town? The chn will understand how the local landscape has changed through their own observations of the area, maps and pictures. They will know that types of settlement and land use effects how and where people live and be able to give reasons for why Darlington has changed overtime. Historical concepts Historical chronology Local history	What influences Art?	do for us? The chn will recognise that the Ancient Greeks were farmers and early traders that introduced their way of life to many new places. They will learn about their ideas on science, art, architecture, religion and philosophy which will help them discover what life was like in Ancient Greece. They will name some of the legacies that they left behind and how their culture influences life today. A study of Alexander the Great will also help the chn to understand how nature of the ancient world was changed. They will locate where Ancient Greece fits in with other periods already studied, making links with other civilisations. **Historical enquiry **Historical concepts **Historical communication Historical interpretations	school dinners even	for us now if Hadrian's wall had never been built? The study of Hadrian's Wall will allow the chn to understand what Roman life in Britain was like and will allow them to make comparisons with what Britain was like at the end of the Iron age, between Celtic and Roman life styles. They will learn that Roman Britain was part of a huge empire ruled from Rome and why they wanted to control the minerals and exports from this country. They will also understand why the Roman Army was so successful in building up the Roman Empire. Interpretations of Boudicca will help the chn to identify the struggles faced. **Historical chronology **Historical interpretations Historical enquiry	

		Cultural, political, religious		World History/ Cultural/ political/ social/ military/ economic	
Substantive concepts Beliefs, Trade, Legacy		Conflict, Beliefs, Trade, Civilisation, Legacy, Empire		Conflict, Beliefs, Trade, Civilisation, Legacy, Empire	
Disciplinary Continuity & Change Concepts		Significance, Similarities & differences		Interpretation, Cause & Consequence	
and Vikings leave behind? We will begin with learning about the Anglo-Saxons, their settlement in Britain and their struggles against the Picts and Scots. This is due to the Anglo-Saxons' arrival to Britain before the Vikings. The Vikings will then be introduced and continual references to both Anglo-Saxons and Vikings will be made in lessons to depict their similar/varying natures when living with each other and fighting for control over Britain. Opportunities will be given throughout for the chn to compare achievements with previous civilisations studied. E.g. Housing, social systems, entertainment, beliefs, food. The chn will investigate what it was like around their local area in Saxon and Viking times by investigating who St Bede was – linking to RE. **Historical chronology **Historical concepts	thy would you leave one mall island for another? this Geography focussed pic, the chn will have opportunities to use prior storical learning - including e expansion of the railway, evelopment of factories and to opportunities to help them cognise why people move/ and the world wis topic will allow the children extend their knowledge of orld history by focussing on the Windrush movement and that it brought to the British and fife. They will learn that reasons exponentially services to find out information that will be using primary surces to find out information to the Windrush e.g. the will also help them to the derstand when migrations courred over time. Storical chronology storical interpretation will world History ultural, political, social	How can you make theatre?	How did mining shape the North East we know today? In this enquiry the chn will have opportunities to contrast life in Victorian Britain to earlier civilisations already studied – eg. Comparisons to mining. By tracing both the history of mining in the North East and land use the chn will recognise how important the area was nationally and internationally. The chn will develop an understanding of what the industrial revolution was and some of the effects the change has had on our area. The chn will learn where the Victorian period fits into British history, recalling the work of significant people studied earlier – Brunel, Stephenson, Cook etc. They will conclude by recognising how our local area had a huge impact on the industrialisation through the railway links and mining.	How easy would it be to become a self-sufficient school?	Who was more advanced in 900AD – Britain or the Maya? The chn will learn about the achievements of the ancient Maya - perspective of time, the calendar system, writing, maths, and the environment. In doing so they will make comparisons between the Maya and Britain's own history/ civilisations studied earlier in KS2, e.g. Pyramids, crops, beliefs etc. Following up the Vikings with this study will help the chn to reinforce their learning by revisiting knowledge already acquired and using it to contextualise their learning about the Maya. The chn will have prior knowledge of the Americas which will help them to recognise the type of landscape that this civilisation will have settled and thrived in. Learning about a cultural system, one where there is human sacrifice demands greater maturity for chn to empathise and show dignity and respect, which is why Year 5 is a preferred year group to study this civilisation in. **Historical concepts **Historical communication Historical chronology

Historical C	Chronology Historical (Concepts Historical Inter	pretations Historical Enquiry	Historical comm	nunication	
			**H inte **H com Hist Hist	distorical concepts distorical erpretations distorical munication corical chronology corical enquiry al/ British history tural, economic		Historical interpretations World history/ Cultural/ religious
Substantive	Conflict, Beliefs, Trade,	Empire	Legi	•		Trade, Civilisation, Legacy
concepts	Civilisation, Legacy					
Disciplinary	Interpretation, Cause &	Cause & Consequence	Con	tinuity and change,		Similarities & differences,
Concepts	Consequence	•	Sign	nificance		Interpretation
Year 6	What are rainforests and what actions can we take to improve their sustainability?	What does it mean to be 'fit for life'?	How has crime and punishment chang Britain? Through this enquiry, children will exte knowledge beyond 1066 as well as givi chronological narrative following on frecivilisations that have helped shape Bri opportunities to recall the significance their influence on crime. It will help the understand how things have changed, roughly the same) over a long period of do to punish and then prevent crime helificult problem to solve and always wereognise that each period in history health with the previous learning by looking at how or cyber-crime today. This study will be with previous learning by looking at how Romans in Britain still influences Crime as well as linking it to work done on Sa Victorian periods. The chn will have opportunities throug devise questions about change, cause, and significance of people or events in **Historical chronology**Historical interpretations**Historical enquiry**Historical communication Local/ British History/ World History	end their chronological ing them a strong om earlier studies of itain today including of the railways and e children to (and have stayed if 1000 years as what to as always been a viill be. The children will as its own problems, use in the Middle Ages egin by making links own the legacies of the e and Punishment today xon justice, Tudor and thout this enquiry to similarity, difference	Social action project	Coasts

Historical Chronology Historical Chronology		Historical (Concepts	Historical Inter	pretations	Historical Enquiry	Historical comn	nunication	
Substantive					Conflict, Belie	fs, Civilisation, Legacy, Emp	oire		
concepts									
Disciplinary					Similarities &	differences, Continuity & C	hange, Interpretation		
Concepts									