



History at West Cornforth Primary School

“We are not makers of history. We are made by history.” Martin Luther King, Jr

Year 1		
Topic and NC Links	Key Vocabulary	Key Knowledge /Skills
<p>I’m making history-How do I find out about me? What is my history? How can I find out more about me? What else when happening? Who was here before me? (Back 50 years) What did we learn from our interview? What was Christmas like in the past?</p>	<p>the past, clues, timeline, date, before, after, memory, photograph, story, source, interview</p>	<p>This unit begins the study of history for children by looking personal chronology and the ways we might discover information about the past. It moves gradually to look at the past within living memory and involves a series of source investigations with a big emphasis upon chronology, oral history and artefact handling. The unit uses an interview with an older person as an introduction to oral history and children designing and asking their own questions as part of an enquiry. There is a link to Christmas in the past at the end of the unit.</p> <p>Chronology – develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework.</p> <p>Historical terms – begin to use a vocabulary of historical terms such as: recently, younger, years, decade</p> <p>Enquiry – ask questions about events, begin to understand some ways we find out about the past</p> <p>Continuity and Change – discuss change in as aspect of life</p> <p>Similarity and difference – identify similarities and differences between ways of life in different periods.</p> <p>Significance – talk about what was important at a particular time</p> <p>Prior knowledge Pupils may have discussed babies/ me/ in EYFS. Build on the knowledge pupils have.</p>
<p>Can I be a History detective? What were homes like before I was born? How have houses and homes changed? (Internally) What did my town look like before I was born? Looking for clues on maps and old photos We’re going on a History Hunt- What will we find?</p>	<p>chimney, window, post box, doors, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre War, Edwardian, Victorian, century, decade, technology, architecture, home, house, bungalow, flats</p>	<p>Look at changes within and beyond the children’s own living memory. The unit does not go too far back into the past to avoid confusion. It introduces children to the idea of change over time by looking at concrete objects or buildings. A range of foci are useful for this type of unit – this particular planning looks firstly at homes and then at the historic environment via local streets or an older local building.</p> <p>Developing Historical Knowledge – develop an awareness of the past, begin to use simple dates, show where people and events fit into a basic chronological framework. Begin to use a vocabulary of historical terms such as old, new, recently, younger, years, decade, and century, long ago.</p> <p>Explain/ analyse second order concepts – this unit has a strong focus on the concepts of change, continuity, basic similarity and difference comparison.</p> <p>Primary source use - ask questions about sources and artefacts, begin to understand some ways we find out about the past from objects/ buildings in the historic environment.</p> <p>Interpretations/ representations of the past – not a focus of this unit</p> <p>Prior knowledge Planning builds on the basic timeline awareness pupils develop at the start of Y1 in ‘I’m making History’. Key words such as year, time, date, and age, old, new will be used again.</p>
<p>Who has helped make history? Grace Darling, Who is our mystery person? What clues can we find about Grace Darling? Why do we remember Grace Darling? What was life like for Grace Darling? Which other people from the past do we remember? How will we remember Grace Darling?</p>	<p>Twentieth Century, nineteenth Century. individual, effect, change, clues , remember</p>	<p>The unit continues work on the sequencing aspect of chronology and develops understanding of duration. Knowledge of the key features of the Victorian and Edwardian eras should be built by looking at homes, rural life and possibly clothing. Comparison of these features with their own experiences will build on the understanding children have of similarities and differences. The focus on a single individual is designed to enable increased understanding of historical significance and impact. Use of primary sources is integral to this unit to support a move from description to inference. There is an opportunity to link to some key geographical knowledge for KS1 via this unit and develop aspects of literacy. In reading there are opportunities to think about different types of story and biography.</p> <p>Historical knowledge – Chronological development from living to beyond living memory with key terms, features of life in the period. Beginning to think about simultaneous events/ people. Using information texts to gather historical knowledge.</p> <p>Explain/ analyse second order concepts – begin to consider significance as impact rather than well known, this will link to a consideration of consequences. Comparison of features of life beyond living memory with modern life will support development of understanding of work on similarity and difference.</p> <p>Primary source use – Use of primary source photographs, simple written sources to observe, describe and infer.</p> <p>Prior knowledge - This follows on from work on personal and local history, widening the scope of enquiry to national scale and involving a longer period of time. It lays the ground work for work in Y2 comparing individuals and study of a longer time period.</p>



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Year 2		
Topic and NC links	Key Vocabulary	Key Knowledge /Skills
<p>Why Are Some Places Special? NC Ref: Significant places in own locality. Focus: Thinking about historical significance, using primary sources. Special places in the area: Visit and enquiry: Cathedral and St Cuthbert.</p>	<p>Timeline, place Century, Long, age, recent Church Cathedral Castle mine</p>	<p>This study offers an opportunity to extend the chronology further back in overview only and introduces the concept of historical significance via a site visit to a significant building in the historic environment. Knowledge: Chronology, develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework. Historical terms – begin to use a vocabulary of historical terms such as recently, younger, years, decade, century, long ago. Explain/ analyse key concepts: significance – talk about important places and why they were built Use of primary sources for an enquiry – ask questions about events, begin to understand some ways we find out about the past, use a wider range of sources, communicate findings and use the historic environment Prior knowledge This unit builds on the local history dimension established in Y1 local study. The study offers an opportunity to extend the chronology further back in overview only.</p>
<p>Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally. Focus Chronology over a longer timeframe, comparing events, writing about significance. Captain Scott and the Antarctic expedition of 1910.</p>	<p>Century Inventor invention significance</p>	<p>This unit builds on discussions on significant people and places and reinforces a chronological approach. Allows comparison of different contributions to development. Developing Historical Knowledge: ranging over the chronology, knowledge of events and inventions of national/ global significance beyond living memory. To give this unit coherence and allow comparison/ insight into different aspects of life, the focus is on ‘firsts’. E.g. first children in the school, first person on the moon, first train, first flight, women’s first vote, first movie, first telephone, first computer.... Explaining/ Analyse second order concepts: nature of change, consequences/ effects of changes, significance of events and/or people. Use of primary sources: use of artefacts, photographs, basic written sources where available Interpretations/ representations of the past: identifying differences between primary source and a modern representation of an event. Prior knowledge Extends idea of special people and places from Y1 and earlier in Y2. Draws upon wider general knowledge from Science, Technology</p>
<p>All Change? Holidays Now And Then NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources. Suggestions: Compare holidays now and in 1950’s and Victorian Trip to Saltburn for locality and history study – Geog/ History</p>	<p>Holiday Bank holiday Leisure Coast Transport/ travel Victorian/ Edwardian 1950s</p>	<p>This unit extends the chronological range beyond living memory to the Edwardian/ late Victorian era with comparison of a familiar experience of holidays and leisure. Developing Historical Knowledge: social and cultural history, 1950s era, Victorian era features of life. Chronological range and language of decade and century. Explaining/ Analyse second order concepts: change, similarity and difference Use of primary sources: photographs, film, accounts of holidays Interpretations/ representations of the past: children build their own representation of holidays in the past. Prior knowledge Build on every day knowledge of holidays, treats and leisure time. Links to ideas already shared that life in the past was different in some ways to our lives.</p>



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Year 3		
Topic and NC Links	Key Vocabulary	Key Knowledge /Skills
<p>Who were Britain’s first builders? Prior knowledge Builds upon key stage one discussion of change and introduces some of the key vocabulary, concepts and skills for the development of historical thought. It lays the foundations for later study of World, European and British civilisations,</p>	<p>Archaeologists Artefact Neolithic - B.C. - Before Christ. Chronology Tribal Hunter-gatherers Shelter Civilization - Settlement. Prey</p>	<p>This unit of work begins the more formal history curriculum. Study of this period draws students into some mathematical thinking given the periods of time covered and some speculative thought due to the gaps in primary source material and the wide-ranging possible interpretations of existing evidence. Children begin to consider development over time that has shaped the history of Britain.</p> <p>Historical knowledge: chronological knowledge of the long arc of time, century and millennia, BC/ AD</p> <p>Explain/ analyse second order concepts: children will be thinking about change, significance and similarity and difference.</p> <p>Primary source use: use of photographs of artefacts throughout, inference observation.</p> <p>Interpretations/ representations of the past: children will encounter artistic representations of the distant past, discuss the difference with a primary source and think about what artists base their ideas on.</p>
<p>Why did the Ancient Egyptians build pyramids? Prior knowledge Pupils will have geographical knowledge to draw upon in terms of continent of location and knowledge linked to basic settlement.</p>	<p>settlement , city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile</p>	<p>To develop understanding of the achievements of the earliest civilisations in overview for location and era of development and enable children to follow a depth enquiry about one of the first civilisations. The emphasis is on understanding the implications of the establishment of settled ways of living and what this led to in terms of life, buildings, leaders, creativity and technology. Contrast to nomadic way of life in previous topic.</p> <p>Developing Historical Knowledge: chronology, locations of the emergence of the earliest civilisations, key features of Egyptian civilisation – chronology of developments.</p> <p>Explaining/ Analyse second order concepts: Causation and significance</p> <p>Use of primary sources: The nature of the primary sources available for study of Egypt are in great contrast to the artefacts used so far in Stone Age to Iron Age with the appearance of writing and a far wider range of specialist tools/ equipment. Children will need some background knowledge to enable them to make inference from the primary sources.</p> <p>Interpretations/ representations of the past: Not explicitly developed in this unit. When reading information text/ looking at artistic representations, children should be increasingly aware that there are many versions of the same event.</p>
<p>How have the Ancient Greeks shaped my world? This unit of work builds on the work about the Ancient world pupils have undertaken earlier in Y3 . It carries forward vocabulary such as settlement, civilisation, leader, and ruler.</p>	<p>Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite</p>	<p>This unit of work builds on the work about the Ancient world children have undertaken earlier in Y3. It carries forward vocabulary such as settlement, civilisation, leader, and ruler. It introduces core knowledge about government, democracy and decision making that is essential to pupil understanding of later periods as well as life in modern Britain. Children’s knowledge about the richness of development at the same time in History should be built via a range of activities including timelines, maps and the use of key terms and dates. This unit looks in depth a one of the city states, Athens to look at the key features of life. The unit introduces knowledge relating to conflict in the past via the wars between Athens and Sparta, allowing contrast of way of life at the time. The impact and legacy of the Greeks is looked at in different ways</p> <p>Historical knowledge: chronological knowledge of the long arc of time, century and millennia, BC/ AD. Ancient Greeks significant features, achievements and influence of the Ancient Greeks in relation to democracy, language and art.</p> <p>Explain/ analyse second order concepts: children will be developing and using their knowledge to think about change, consequences and significance.</p> <p>Primary source use: use of photographs of artefacts throughout via observation and moving to making supported inferences from sources, including early written primary sources in translation.</p> <p>Interpretations/ representations of the past: children may encounter some artistic representations of the distant past. It is important to discuss the difference with a primary source and think about what artists base their ideas on.</p>



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Year 4		
Topic	Key Vocabulary	Key Knowledge /Skills
<p>Why did the Romans march through County Durham? Prior knowledge Iron Age, settlement, tribe. Ideas of invasion.</p>	<p>Primary source, interpretation Empire, province, Julius Caesar, Emperor Claudius Baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian’s Wall, villa, temple Invasion – legion, legionary, soldier, weapon, Eagle standard, chariot Ancient Rome Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse Civilisation Archaeology</p>	<p>This unit is divided into 3 sections - invasion, settlement and local Roman history. It is designed to build upon the chronological overview children began to develop via study of the ancient world and civilisations. Children are encouraged to consider the multiple causes of events. Learning in the unit also focuses upon primary source use and developing pupil skills in the handling of historical interpretations. Study of the Romans enables the investigation of the local dimension and there are many possible site visits that can be added to this unit.</p> <p>Historical knowledge: place of Romans in chronology of UK, connection to Iron Age and other key dates, overlap with other ancient civilisations. Key features of Roman life in overview, Empire growth and locations.</p> <p>Explain/ Analyse second order concepts: Looking at causes and consequences of events (invasion).</p> <p>Primary source use: use of range of artefacts, written primary sources, buildings etc. to work out features of Roman life. Development of inference skills and combining information from sources. Linking primary sources and interpretations.</p> <p>Interpretations/representations of the past: identifying the key points made by an interpretation, linking primary sources and interpretations. Roman North East – eg Binchester fort, Lanchester fort, Chester Le Street fort, , Vindolanda, Housesteads, Hadrian’sWall,</p>
<p>What was daily life like in Roman Britain? Prior knowledge Romans in Britain in overview, common features of settled life.</p>	<p>Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueducts</p>	<p>In this enquiry children will extend their chronological knowledge beyond their previous study of the Stone Age/ Iron Age or other earlier civilisations and develop material studied in the Why did the Romans march through County Durham unit. Children will consider key features of daily life in the Roman era, consider similarity and difference for different groups and use some primary sources. The main focus is development of pupil use and understanding of historical interpretations. Historical communication: Development of timeline skills, use of key historical terms, key feature descriptions, reading and inference, speaking and listening, producing an annotated diagram, comparing interpretations.</p> <p>Historical knowledge – Knowledge of People in the periods, their daily lives and habits. Chronology – when was the Roman period and when were the Romans in Britain? Key features – of daily Roman life. Historical terms – interpretation, source, villa, reconstruction</p> <p>Explain/ analyse second order concepts – Developing skills of locating and explaining similarity and difference</p> <p>Primary source use – Developing use of primary sources - observation, inference and clustering</p> <p>Interpretations/ representations of the past – Developing understanding and analysis of historical interpretations – nature,</p>
<p>What happened when the Romans left Britain? Prior knowledge Key features of Roman Britain, tribes, settlement, features of farming. Migration and settlement may be terms known by some pupils. Christianity- the Northern Saints unit or similar.</p>	<p>Empire, legion, tribe, king, kingdom, churl, thane, Bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindisfarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa’s Dyke</p>	<p>The Anglo Saxon era covers a very long time span and several significant developments. As such, it occupies a key place in the chronology of Britain with the move from an iron age to early mediaeval society. This planning builds on earlier learning about early Britain and especially units on Roman invasion and settlement. It also links strongly to geographical knowledge of the UK and Europe which children should be developing in Y3 and Y4. A mental map if the UK and Europe are essential for children in this unit. The invasion and migration of groups to live in the British Isles is a constant feature of our country’s past and knowledge of this aspect of history makes a strong contribution to understanding modern Britain. This unit also aims to develop pupil knowledge about rulers and rules as we see the first kings emerging and the recording of rules for everyone to follow. This is also the period when the language we use today begins to emerge more rapidly and many of the towns we live in are established.</p> <p>Developing Historical Knowledge: The end f Roman rule, invasions and migrations of Angles/ Saxons/ Jutes, key features of Anglo Saxon life – power, beliefs, farming, conflict with later invaders Explaining/ Analyse second order concepts: effects and consequences</p> <p>Use of primary sources: using knowledge to make inference from primary sources</p> <p>Interpretations/ representations of the past: Awareness that information texts are always one version of events.</p>



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Year 5		
Topic	Key Vocabulary	Key Knowledge /Skills
<p>Were the Vikings really vicious? Prior knowledge This unit up on basic work done on representations in KS1 and prepares pupils for the more nuanced analysis needed in KS3.</p>	<p>Interpretation Viking Representation Raider Primary source Invasion</p>	<p>This unit of work has been planned to have a particular focus upon the skills of handling historical interpretations via an overview study of the Vikings and use of primary sources to support inference. It picks up on basic work done on representations in KS1 and prepares pupils for the more nuanced analysis needed in KS3.</p> <p>Historical knowledge – develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge.</p> <p>Explain/ analyse second order concepts – Not a focus of this unit</p> <p>Primary source use - ask questions about primary sources, make inference.</p> <p>Interpretations/ representations of the past –pupils identify the features of a particular interpretation of an event/ person and the main message of an interpretation. Pupils test an interpretation to see connection with primary sources and then build their own interpretation.</p>
<p>Who was making history in far away places? Prior Knowledge Follows the British pre-1066 studies to enable consolidation of the chronological framework/comparison to developments in Britain in the Anglo Saxon/ Viking era.</p>	<p>Civilisation, Maya, Mayan, century, millennium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza</p>	<p>This unit supports student development of coherent knowledge and understanding of Britain’s past and that of the wider world. It supports progression in understanding of the similarity and difference of experience in the past. This unit offers the opportunity for a depth study of a civilisation at one point of their development. Pupils may develop their knowledge both by asking questions, supporting their ideas with evidence and communicating their findings. The unit has been sited after the end of the British pre 1066 studies to enable consolidation of the chronological framework and comparison to developments in Britain in the Anglo Saxon/ Viking era..</p> <p>Developing historical knowledge: the key features of a Mayan society in contrast to Britain at a similar time. Chronological knowledge around contemporaneous development and duration.</p> <p>Explain analyse second order concepts: similarity and difference to Britain at the same time, change and continuity, cause and consequence.</p> <p>Primary source use: use of primary sources and artefacts in unfamiliar style and language to make supported inferences, connect information from different primary sources, consider how useful a primary source is for a particular enquiry.</p> <p>Interpretations/ representations of the past: identification of the main message in a historian’s interpretation of a key event.</p>
<p>Local Study Who was Tommy Armstrong? Prior learning This unit builds on the local history pupils were introduced to in KS1 History and links to the geographical knowledge related to the school and location</p>	<p>Historic building, architecture, feature, mine, miner, locality, community. Lever, trapper, child worker, newsagent, tobacconist, Stanley Market, white pudding bairn. Coal bunker, name plaques, cottages, Aged Miners, village, park, mine, terrace, estates, feature, and disaster.</p>	<p>This unit builds on the local history pupils were introduced to in KS1 History and links to the geographical knowledge related to the school and location. It moves on the work done on significant individuals in KS1 to a more developed a stage by looking at a local figure with social and economic significance. The choice of a village study and Tommy Armstrong reflects our school’s community ethos and links to the local context of mining. The enquiry then broadens into a study of features of mining in the local area and the events of a colliery disaster. The design of the unit to include a visit to an appropriate museum also further develops pupil understanding of the historic environment and allows discussion of reconstructions/ representations of elements of the past.</p> <p>Historical knowledge – To know key features of the village (local historic environment) in the past. To develop knowledge of significant local individual. To introduce the role of mining in the community and examine the key features of an event (mining disaster).</p> <p>Explain/ analyse second order concepts – To develop understanding of similarities and differences over time. To develop understanding of change over time.</p> <p>Primary source use – To build skills of using historic environment, artefacts and oral history in an enquiry. To include maps, photographs, census if possible and other written records.</p> <p>Interpretations/ representations of the past – Introducing concept of museum reconstructions as a representation of the past.</p>



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Year 6		
Topic	Key Vocabulary	Key Knowledge /Skills
<p>What’s in a name? (WWI focus) Prepares pupils to be Secondary ready in History and encourages a chronological recap and using primary sources, consideration of what makes an event significant and how this might be communicated.</p>	<p>Conflict, war, Durham, census, useful, utility, area, identify, source, consequences, memorial, chronology</p>	<p>The placement of this unit at the start of Y6 is to give teachers some flexibility in their planning of what is a very busy year for pupils. The unit reflects the work done with schools around the centennial observances around WWI and some of the new material that has emerged about our local history in this period. There is considerable scope in this unit to work with external experts at the DLI Collection , the Durham Archives or Historic England.</p> <p>The unit has an eye to the need for pupils to be Secondary ready in History and encourages a chronological recap as well as work with primary sources, consideration of what makes an event significant and how this might be communicated as well as accurate writing in formats appropriate to the subject. All written work in History should be planned, expressed with grammatical accuracy and fluently spelled. By year 6 pupils should be supporting their written points with specific factual detail; names, places, events, dates and so on.</p> <p>Developing Historical Knowledge: Local history of the turn of the century and Durham’s involvement in WW1. Written accounts and key features of particular developments.</p> <p>Explaining/ Analyse second order concepts: Consideration of significance of historical events and how this might be communicated.</p> <p>Use of primary sources: Use of the census, photographs and other primary sources.</p> <p>Interpretations/ representations of the past: An opportunity to remind pupils of the difference between primary sources, representations and interpretations.</p>
<p>Having fun in the UK! What’s changed since the Romans left? Prior knowledge This unit is planned for the end of KS2 to enable a revision of the periods studied and a look forward in overview to ‘what happened next’.</p>	<p>Medieval change Tudor continuity Georgian transformation Victorian century Twentieth Century similarity Post war difference Leisure technology Class pastimes</p>	<p>This unit is planned for the end of KS2 to enable a revision of the periods studied and a look forward in overview to ‘what happened next’. This is a thematic unit and requires teaching in overview. It can link the learning of KS1 and KS2 together nicely and stretch the chronological range to pick up some key milestones from the KS scheme from the Romans onwards. This positions pupils well for the next steps in their learning at KS3. Children should gain knowledge of the sequence of the key eras of UK History, the length of time eras and ways of doing things lasted, the milestone dates, major technological inventions (printing press, railways, plastics) and key social changes that affected having fun and leisure time. All these contribute to pupils developing a stronger sense of the past – a connection that heightens motivation and tends to contribute to lasting memories.</p> <p>he skills of handling primary sources to identify new questions to ask and to make supported inferences;</p> <p>Historical knowledge – develop chronological understanding and an awareness of the key features of differing periods in the past, use dates and key terms as appropriate.</p> <p>Explain/ analyse second order concepts – this unit has a strong focus on the concepts of change / continuity and similarity/ difference.</p> <p>Primary source use - ask questions about sources, suggest new lines of enquiry and make supported inference. Interpretations/ representations of the past – not the focus of this unit. Teachers will want to look at the materials used in the unit to ensure that differences between primary sources and historical interpretations/ representations are made clear.</p>