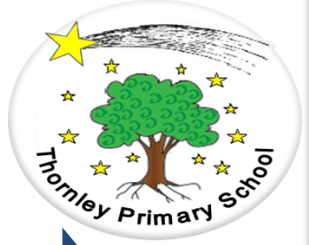


In History, children will know and remember...



How has the power of the monarch changed in Britain?
Children will examine how and why the power of the monarch in Britain has changed over time. They will pick up some key milestones from chronology, following the thread of leadership. They will bring together knowledge covered on this specific theme across topics and examine this in depth with significant examples, (John I, Henry VIII, Charles I, Victoria, Elizabeth II).

Local history: What's in a name?
Children will bring together knowledge covered on overarching historical themes of significance, influence, achievement and examine them in depth with significant examples with local links, the Armstrong and Bowes families. Their history reflects events over time in the area and in the wider country. Children will examine how and why this has happened, with links to the local context of mining and heavy industry and how these reflect influence and significance across time.

Year 6

How were the Mayans making history in the Year 1000?
Children will explore a contrasting culture through Mayan civilisation at the height of its powers. They will look at aspects of Mayan civilisation that can be compared to those in Britain at the time, as well as other ancient that have been studied.

Can we know what the Vikings were really like?
Children will learn about the Viking invasion, power and monarchy, stories and language, and the establishment of towns. Children will discuss how this has relevance for our society today. Themes that have been developed in previous units will be followed here in order to link learning and make comparisons, following the chronological model that they are now familiar with.

What happened when the Romans left Britain?
Children will learn about the Anglo- Saxon era and the significant developments following the end of Roman rule. They will explore how this period occupies a key place in the chronology of Britain with the move from an Iron age to Early Mediaeval society They will examine the significant changes in the way of life that people experienced, as well as turbulence due to continuous conflict with the Picts and Scots.

Year 5

What was the impact of the Ancient Greeks on my world?
Children will construct the narrative of this period by exploring the themes covered in previous topics. This will allow children to link this period to previous knowledge, and our society now. making comparisons with the Ancient Egyptians, and with what was happening in British history during the same period.

What was daily life like for the Romans?
Pupils will consider key features of daily life in the Roman era, similarity and difference for different and the impact that this had in some areas of life in Britain. They will also consider ways in which this impact was limited. Children will extend their chronological knowledge beyond their previous study of the Stone Age to Iron Age Britain, as well as an emerging worldview, through previous learning on the Ancient Egyptians and Ancient Greeks

Why did the Romans march through County Durham?
Children will learn that the invasion of Britain by the Romans is considered a key point in British history and the North- East played a very specific role in this, as the Northernmost border of the Roman Empire. Pupils will consider the significance that this had for the region and the ways in which we can find out about this today using sources. They will build upon the previous unit on Roman life in Britain, focussing into how the Roman Empire was relevant in this area.

Year 4

Why did the Ancient Egyptians build pyramids?
Children will explore an overview of the ancient civilisation of Egypt and its key features through the themes introduced in the previous topic. They will make links and comparisons to previous work on the first civilisations in Britain through the themes covered and they will build upon the early understanding of a longer and worldwide chronology.

Who were Britain's first builders?
Children learn about the earliest periods in British history, the Stone Age, Bronze Age, and Iron Age. They will construct the narrative of this period by exploring the themes of time/place, sources, society, beliefs, trade and conflict, rule and government, culture, and impact. This allows children to understand how human life started, human's first achievements and the growth of civilisation as a whole in Britain.

Year 3

Who has achieved a Fantastic First?
Children learn about significant people and events beyond living memory, nationally and internationally. These will be achievements that are, "firsts". Children will explore why these have impact at the time, but also on their world.

Why do we remember the Titanic?
Children look in more depth at a significant event nationally and internationally. This picture allows the building of wider historical concepts, in particular, comparing the aspects of these events that have been significant in the past and present.

Year 2

How have holidays changed in the last 100 years?
Children compare decades using a theme that will be familiar to them, holidays in the past and the present. They will look at cause and effect, how and why some things change over time, but some things have stayed the same.

Who has helped make History?
Children begin to explore significance, as people who are remembered for their achievements. Some will be local; some will be from the wider world for comparison of similarities.

Year 1

EYFS

How can I be a History Detective in Thornley?
Children will explore the immediate environment of the village and how this has changed over time. They will identify what change can look like.

How do I make History?
Children learn about the meaning of past through their own lifetime and family, exploring what has changed in the world immediately around them.

People who help us/ healthy lifestyles/ holidays
Children begin to explore how they affect the past and the present and the role that others play in this.

Seasons/ Traditional tales/ Growth and New Life
Children will explore early ideas of change through their immediate environment and books for information/ stories.

All about me / Similarities and Differences/ Celebrations
Children learn about the meaning of then and now through changes around them and comparisons of stories.