

# Friarage History Curriculum

## Intent, Implementation and Impact.

**Intent:** At Friarage school, we aim to provide a history curriculum that enables pupils to develop a deep knowledge and understanding of the past, to inspire curiosity, and to promote critical thinking. Our intent is to ensure that every pupil has an opportunity to learn about different periods, events, people in history and to appreciate how these have shaped the world we live in today. This includes the study of British history, Scarborough's heritage and the history of the wider world. Our history curriculum is designed to be a window to the past and a mirror of who we are. The children will study a range of cultures and historical perspectives, celebrating the diversity of societies and relationships between different groups. We also strive to incorporate a range of resources and teaching styles that cater to individual learning needs and abilities, including those with SEND and EAL.

**Implementation:** To deliver on our intent, we have designed a bespoke history curriculum that draws from the National Curriculum, local history, and diverse cultures. Our curriculum is well-structured, sequenced, and progressive, building on prior knowledge and skills. We use a range of resources, including artefacts, maps, books, images and multimedia, to enrich pupils' learning experiences and deepen their understanding of the past. Our teaching style is interactive and experience rich, encouraging pupils to develop their communication, collaboration and self-reflection skills. The bedrock of our curriculum starts in EYFS as nursery and reception teaching has a vital role in supporting children to be curious, think critically and understand the world around them. Throughout their time at Friarage children are taught history through an enquiry-based approach, where children are encouraged to ask and explore historically valid questions and report their findings by drawing on skills from across the curriculum. Children will also develop historical disciplinary skills as they learn the fundamental elements of what it is to be a historian.

Our curriculum is built around three core areas. **Concepts, Knowledge and Skills.**

**Concepts**— These are our schools 'big ideas', they run across our curriculum developing children's knowledge of these concepts over time, building year on year, deepening their understanding as they go through school. Through intentional curriculum design, the concept of economy, (for example) will appear again and again throughout units and year groups. Each time we encounter a concept, our understanding of it becomes more nuanced and fits more clearly into our historical narrative.

**Knowledge**— Within these concepts are the core knowledge our curriculum is designed to teach the children across their time at Friarage. Chosen to reflect the national curriculum, including local links, diverse and different cultures and the history of the wider world. The children learn about this knowledge through quality first adaptive teaching, experiences, ambitious vocabulary, meaningful examples and repeated encounters, each encounter supporting the building blocks of future learning.

**Disciplinary Skills**— These are the skills we use to explore our history curriculum— Historical Interpretation, Similarity and Difference, Continuity and change, Historical Significance, Cause and consequence and Chronological understanding. Disciplinary skills underpin everything the children learn, giving them the opportunity to develop their skills to support them in their interpretation and understanding of historical knowledge and concepts, building on this through each year.

**Impact:** Our aim for our history curriculum is for children to leave Friarage knowledgeable about key people, events and time periods from the past and they will weave these together to form informed, overarching historical narratives. Our history curriculum plays a vital role in equipping pupils with critical understanding of the world around them, their place within it, and how history influences modern-day society. This also gives the children the skills to be enquiry focused historians as they move to key stage 3. History will be assessed continually by the teachers through continuous formative assessment strategies supporting the children that need more support and guidance and challenge for those that need it. We use progression documents to see how each year the children can build on their previous knowledge within the big ideas, disciplinary skills and vocabulary.

# History : the big ideas

Our learning will reflect these seven historical 'big ideas'. These concepts will be interwoven into our lessons. They will enable pupils to develop their historical knowledge and understanding over time. These 'big ideas' won't present in every history lesson but will be seen through history lessons over the topic or year.



**Religion** — the role of faith and beliefs (gods, goddesses, beliefs, worship, temples, afterlife, priest).



**Travel and exploration** — searching for the purpose of discovery.



**Conflict** — how tension and disagreements were formed and their outcomes (power, alliance, military , invasion, conquer, war.)



**Society** — how individuals lived in communities and what their everyday lives were like (settlement, migration/ movement, empire/kingdom, culture, civilisation).



**Leadership** — what a leader looked like and the implementation of their rules and laws (monarchy, king/queen, emperor, power/control, democracy, governance, laws/legislation).









**Economy** — how a country or place produced goods and how much money it had (trade, resources, rich/poor, peasantry, slavery, poverty, wealth).









**Achievements and legacy** — something that has been handed down from one period to another period/ something that remains from an earlier time.

# History : the disciplinary concepts

These disciplinary concepts underpin how children become effective historians. The skills used throughout the curriculum enable pupils to develop their historical understanding and underpin how we teach each unit. The progression of these skills across key stages is on the next page.

<b>Chronological Understanding</b> 	<p>Chronological understanding is embedded throughout the national curriculum and forms part of every aspect of history taught. Children will develop how to put their learning into a context of overarching narrative. This then links into the big ideas that run through the chronological understanding of history as children identify these ideas over time giving historical perspective.</p>
<b>Similarity and Difference</b> 	<p>This concept is what is the same and different, this can relate to historical figures, objects, artefacts, civilisations, societies, religious beliefs, diversity etc. It can also be a concept that is taught to identify how chronologically similar periods of history differed, or were the same.</p> <p>The important aspect to stress is how to relate it to historical understanding and the wider sense of the historical period as a whole.</p>
<b>Continuity and Change</b> 	<p>Continuity and change is looking at aspects of history that either remain the same or change over time. It is also a way in which children can be taught trends and turning points over time. It is somewhat similar to similarity and difference but the key difference is the matter of it be tracked over time and not a snapshot.</p>
<b>Historical Significance</b> 	<p>In its base form, someone or something is significant if they are 'sufficiently great or important to be worthy of attention'. It is important to distinguish between significant and famous. In the curriculum, children are taught about individuals that are significant and both events and achievements that can be viewed that way. The areas studied consider things that changed people's lives, changed events at the time they lived, had a lasting impact on their country or the world or had been a really good/bad example to people of how to live and/or behave.</p>
<b>Cause and Consequence</b> 	<p>Cause and Consequence (effect) is vital to understanding the historical narrative that children are taught. It is the focus on the causes of events that happen and then the consequences of them. There can be any number of causes and consequences around a single event that relate to the short or long-term historical period in question. This concept is taught whenever there is a significant event that has a wider implication for the topic. It allows children to understand more of 'why' an event happened and the impact it had afterwards.</p>
<b>Historical Interpretation</b> 	<p>The use of sources is paramount to allow children to understand how our knowledge of the past has been gained. Over time children should be able to gain and use evidence from an increasing range of sources and be able to use them with more precision and confidence and combine them to produce more accurate representations of their understanding. This also develops into interpreting the evidence we see; children will spend time understanding the author, content and nature of the source to really be able to use and apply it and understand that historians and people at the time have their own biases and reasons for interpreting things in a certain way.</p>

## Disciplinary Skills Progression

	EYFS	KS1	LKS2	UKS2
<b>Historical Enquiry</b>	Ask how and why questions about what has happened and events in stories.	Ask and answer relevant questions. Choose and use parts of stories and other sources to show understanding.	Select and record information relevant to the study. Ask and answer relevant questions with examples.  Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.	Regularly use and sometimes devise historically valid questions. Construct informed responses to enquiry questions using relevant historical information. Use a variety of ways to communicate knowledge and understanding including extended writing.
<b>Chronological Understanding</b> 	Use of everyday language related to time Order and sequence familiar events Describe story narrative. Talk about past and present.  Use words and phrases such as before, after, new, old, a long time ago.	Use a range of appropriate words and phrases to describe the past. Sequence artefacts, pictures and events that are close together in time and give reasons for their order. Order dates from earliest to latest on simple timelines. Describe memories and changes that have happened over time. Use their mathematical knowledge to work out how long-ago events would have happened. Make simple links between history studied previously and current periods.	Place periods of history on a timeline showing overlapping periods of time and understand see links and differences in world history and British history.  Use mathematical knowledge to round up time differences into centuries and decades?  Relate current studies to previously taught periods of history.	Continue to develop a chronologically secure knowledge of history.  Establish clear narratives within and across time periods studied.  Note connections, contrasts and trends over time.  Begin to develop a significant overview of British and World history and make distinct links to previous periods of history taught.
<b>Similarity and difference</b> 	Know about similarities and differences between themselves and others and about characters in stories. Know about different families, communities, cultures and traditions.	Make simple observations about different objects, societies, events and beliefs within history studied. Begin to compare individuals and eras using similarities and differences. Compare toys and discuss what is the same/ difference about toys old/new.	Begin to develop an understanding of why things/ people are the same/different and the causes of this.	Describe in more detail; social, cultural, religious and ethnic diversity in Britain and the wider world. Begin to observe similarities and differences that have influenced the past and how we live today. Celebrate diversity and recognise how people are similar and different across the world.
<b>Continuity and change</b> 	Know that things were different a long time ago. Understand changes over time in different contexts. Look closely at similarities, patterns and change.	Identify how things have changed between ways of life at different times. Compare then and now. Examine the change of inventions over time and discuss why these have changed and start to understand the impact on the wider world.	Explore how great civilisations changed over time and what parts of ancient life are still used today.	Describe and make links between events, situations and changes within and across different periods. Identify why things have changed and why some things are the same.
<b>Cause and Consequence</b> 	Question why things happen. Give explanations about what makes things happen.	Recognise why people did things, why events happened and what happened as a result. Begin to see how events affected the individuals, the localities around them and the wider world.	Can they explain how events from the past have helped shape our lives? Explore the causes and consequences of effective trade.	Identify and give reasons for results of historical events, situations and changes. Debate how much impact things have had and which things have had more/less impact on the society/ individual/era.
<b>Historical Significance</b> 	Recognise special traditions and celebrations in own lives and those of those around them. Recognise significant individuals from the past.	Talk about who/what was important in historical accounts and why they are remembered. Discuss significant individuals and inventions and the impact these have had. To know that we celebrate a certain event because of the historical significance of things that happened a long time ago.	Understand how the significance of individuals and events have affected the present and the lives of others. Begin to recognise the significance of the historical big ideas within studied time periods. For example- Significance that religion has in a society or the significance of strong leadership etc.	Identify and understand historically significant people and events and their impact on their own lives and time as well as the wider world. Develop an understanding of historically significant concepts such as trade/ religion/conflict and how they have impacted history.
<b>Historical Interpretation and sources.</b> 	Know you can use books and computers to find things out. Record using marks they can interpret and explain.	Understand ways we find out about the past and ways in which the past is represented. Choose and use parts of stories and other sources to show understanding of concepts.	Understand and appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? I can compare different versions of events. I am confident in the use of books and e-learning for research.	Understand how knowledge of the past is constructed using a range of sources. Construct informed responses. Select and organise relevant historical information. Understand and describe that different versions of the past exist and give some reasons for this.

**Unit Overview : We use a rolling programme for mixed age teaching. 2023-24 will be year B, 2024-25 will be A.**

		Yr 1/2	
	Autumn	Spring	Summer
A	<b>Toys and Guy Fawkes</b> <i>Big ideas: society, conflict, achievements and legacy.</i>	<b>Change in the RNLI in Scarborough.</b> <i>Big ideas: achievements and legacy, society</i>	<b>History of flight – Cayley, Earhart, Peake.</b> <i>Big ideas: travel and exploration, achievements and legacy, society</i>
B	<b>Houses and Remembrance</b> <i>Big ideas: society, conflict, achievements and legacy</i>	<b>The history of our school (Victorians)</b> <i>Big ideas: society, leadership, religion.</i>	<b>Florence Nightingale and Mary Seacole</b> <i>Big ideas: economy, achievements and legacy, society.</i>
		Yr 3/4	
A	<b>Stone Age-Iron age</b> <i>Big ideas: achievements and legacy, society and economy</i>	<b>Baghdad and Early Islamic Civilisation</b> <i>Big ideas: achievements and legacy, society, economy.</i>	<b>Early civilisations and in-depth study of Ancient Egyptians</b> <i>Big ideas: achievements and legacy, society, leadership, economy, religion.</i>
B	<b>Roman Empire and Roman Britain</b> <i>Big ideas: achievements and legacy, society, conflict, economy, travel and exploration.</i>	<b>Mayans</b> <i>Big ideas: achievements and legacy, society and economy</i>	<b>Ancient Greece</b> <i>Big ideas: achievements and legacy, society, religion, economy</i>
		Yr 5/6	
Yr 5	<b>World War 1</b> <i>Big ideas: conflict, leadership, society, economy</i>	<b>Tudors/Monarchy</b> <i>Big ideas: leadership, religion, society.</i>	<b>Anglo Saxons and Scots</b> <i>Big ideas: achievements and legacy, society, religion, conflict.</i>
Yr 6	<b>World War 2</b> <i>Big ideas: conflict, leadership, society, economy</i>	<b>Vikings</b> <i>Big ideas: society, leadership, economy travel and exploration</i>	<b>Local Study- The Castle</b> <i>Big ideas: economy, society, conflict.</i>

## Early Years Foundation Stage

The bed rock of our curriculum starts in EYFS as nursery and reception teaching has a vital role in supporting children to be curious, think critically and understand the world around them and what is meant as the past. The children in EYFS look at significant individuals in the past, how and why certain things were different, understand their own timeline by describing events in their own life and remembering their learning journey in Friarage Early Years. We have high expectations for the children to leave EYFS with the skills they need to support their history curriculum in key stage one.

**The characteristics of effective learning** (Playing and Exploring, Active Learning and Creative and critical Thinking) support the children to become curious, ask questions, find things out, explore and make links

There are links within the early learning goals such as-

**Understanding of the world-** this involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and local walks to meeting important members of society such as police officers, farmers and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, the children are taught challenging vocabulary, this extends their familiarity with words that support understanding.

**Past and present–** This talks about the lives of people around them and their roles in society. To know some similarities and differences between things in the past and now. Drawing on their experiences and what has been read in class, they learn to understand the past through settings, characters and events encountered in books and storytelling.

During their time in Friarage EYFS the children will learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc. They will learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago, the changing of the seasons and the days of the week. They will listen to stories that are set in the past such as Cave Baby, The tiger who came to tea etc. The children will compare things in the past and now, linked to our topics (eg farms, houses, space rockets, fossils, dinosaurs etc). They will learn the names of some significant people from the past and present, touch on early narratives relating to our big ideas such as economy, the society in which we live, leadership as they discuss kings and queens, they will touch on conflict and remembering soldiers from wars in the past. They will explore travel using their imagination and knowledge of transport and exploring using maps and stories.

## Summary of History in EYFS

### ELG: Past and Present

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

### ELG: People Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts, and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

Big Idea	Nursery	Reception
<b>Religion</b>	Celebrate a range of diverse celebrations.	Discuss why we celebrate different religious celebrations and recognise that we are all different and celebrate this.  Understand Guy Fawkes and the king and religion in England.
<b>Travel and exploration</b>	Recognise different types of transport, plane, car, train, bike, boat.	Recognise how we travel to different places such as locally on a bus/car, or that need a plane/train to travel longer distances.  Understand that cars have not always been around and how people would travel in the past.
<b>Society</b>	Talk about where I live. Discuss my family- parents, grandparents. Understand who is older/younger.	Discuss Scarborough as a Historic seaside town.  Recognise that things were different when our grandparents were young.
<b>Economy</b>	Role play shops. Read relevant stories such as Jack and the beanstalk.	Develop interactions in shops, using money and exchanges to buy and sell goods.  Understand that Jack took his cow to market to trade because he had no money.
<b>Achievements and Legacy</b>	Know we wear poppies on Remembrance Day.	Know that Neil Armstrong was the first man on the moon.  Understand that Tim Peake is part of the future of space travel.  Recognise that we celebrate bonfire night because of Guy Fawkes.
<b>Conflict</b>	Remembrance Day	Understand that we wear poppies to remember the soldiers in the past.
<b>Leadership</b>	Know that we have a King and one day the prince will be the King.	Discuss the importance of our King and how it is handed down from parent to child.  Recognise some countries have kings, queens, presidents etc.
<b>Vocab</b>	Old, young, same, different, question, poppy, remembrance, king, queen, prince, princess, parent, grandparent,	Past, present, older, younger, celebrate, religion, Guy Fawkes, travel, explore, similar, different, change, trade, money, Remembrance, poppy, war, soldier, leader.



# KS1 A Autumn Toys and Remembrance



Society



Conflict



Achievements and legacy

Overview - In this unit, children will explore the history of toys. Children will think about and discuss their favourite toys and then go on to look at what toys were like in the past and how they are different to toys today. They will compare these to toys from different cultures as well as understand aspects of life in society at the time. This will include how things were different during war time and the impact of wealth.

Remembrance and what it is. Children will learn why we wear poppies and find out about a significant individual, Moina Michael and celebrate her achievements and legacy.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>How have toys changed since my grandparents were children in the last 100 years?</p> <p>Possible experiences: Scarborough museum hire out a toys through time box.</p>	<p>Changes within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p>	<ul style="list-style-type: none"> <li>What is my favourite toy and why?</li> <li>What did my grandparents play with and what kind of toys come from other cultures/countries?</li> <li>How were they similar/different? Recognise and discuss the increased use of technology and computers and how wealth influences toys.</li> <li>How can we display historical objects? (poss. create a museum with labels)</li> <li>Put old and new toys on a timeline. Have any toys continued to be popular throughout living memory?</li> <li>Identify who would have used it, including toys from other countries and cultures. <ul style="list-style-type: none"> <li>Who played with it? How did it work? How was it made?</li> <li>What was life like at the time and how has life changed?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Similarity and Difference- Compare toys and discuss what is the same/difference about toys old/new.</li> <li>Chronology- Sequence toys from distinctly different periods of time in chronological order. Exploring how a timeline works.</li> <li>Continuity and Change- Understand aspects of change in national life. Compare then and now.</li> <li>Historical Interpretation- How can we find out about toys from the past?</li> </ul>
<p>What is Remembrance?</p>	<p>The lives of significant individuals in the past.</p> <p>- events beyond living memory that are significant nationally or globally.</p>	<p>Remembrance-</p> <p>Begin to develop concept of conflict.</p> <p>Link to local memorials.</p> <p>Understand why we wear poppies.</p> <ul style="list-style-type: none"> <li>Who is Moina Michael?</li> </ul> <p>Meaningful Examples: Scarborough War Memorial</p>	<ul style="list-style-type: none"> <li>Significance- To know that we celebrate a certain event because of the historical significance of things that happened a long time ago.</li> <li>Chronology- Link back to learning in EYFS about remembrance day and remembering the soldiers.</li> </ul>

# KS1 A Spring Changing RNLI in Scarborough



Society



Achievements and legacy

Overview— The children will discover how Scarborough lifeboat station is one of the oldest in the UK, founded in 1801 and how the RNLI contributes to the town of Scarborough and a national lasting legacy. The children will understand how as a seaside town Scarborough needed a lifeboat station to support its fishing community.

The children will explore how the lifeboats have changed over time as well as the equipment and clothing, understanding how these changes help the RNLI save lives and how they compare to modern day lifeboats and equipment. The children will use meaningful examples to put the history of the RNLI into a narrative understanding and to understand some aspects life at the time.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>How has the RNLI building changed over the years?</p> <p>How have lifeboats and equipment developed over time?</p> <p>How does the rescue of the Forfarshire and the Rahilla compare?</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<ul style="list-style-type: none"> <li>• What is the RNLI and how was it founded?</li> <li>• What were lifeboats like hundreds of years ago? Compare.</li> <li>• Lifeboats in the last 60 years and how they have changed.</li> <li>• Equipment and life jacket changes.</li> <li>• How the RNLI has left a legacy in Scarborough?</li> <li>• Examine source photographs of old stations and crew to evaluate when the children think they might be from and why?</li> <li>• Make links —Grace Darling to Queen Victoria (Victorians Unit) and vice versa.</li> <li>• Put old and new boats and equipment on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Chronology- Timeline of lifeboat changes.</li> <li>• Similarity and Difference- Comparing similarities and differences of life saving equipment over time.</li> <li>• Historical interpretation- Explore different sources of evidence to ask and answer questions about how we know what happened in the past beyond living memory.</li> <li>• Historical Significance- Understand the historical significance of the RNLI nationally.</li> </ul>

Meaningful Examples:

Rahilla rescue

Forfarshire rescue and Grace Darling

Possible experiences:

RNLI Lifeboat station.

# KS1 A Summer History of Flight - George Cayley, Amelia Earhart, Tim Peake



Travel and exploration



Achievements and legacy



Society

Overview—

Children will discover that the history of flight can be traced back hundreds of years to the first kites and even the drawings of Leonardo da Vinci, learning that the first recorded flight happened in 1903. To further develop their historical skills and create a narrative, the children study the experiences and adventures of some significant pilots—Cayley, Amelia Earhart and Tim Peake.

By studying and comparing the historical periods in which they lived, they will begin to gain an understanding of chronology and begin to identify similarities and differences between their experiences and understand their legacy.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>Why should we remember George Cayley, Amelia Earhart and Tim Peake?</p> <p>What have the consequences of flight been? How has it changed our world?</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Understand some of the ways in which we find out about the past .</p>	<ul style="list-style-type: none"> <li>Recall previous learning around transport, travel and space in EYFS.</li> <li>When was the first flight and where did it happen? <ul style="list-style-type: none"> <li>What was travel like before flight?</li> </ul> </li> <li>Investigate how aircrafts have changed over time (including how/what they are used for).</li> <li>Explore the consequences of flight and how it has changed the world today (military, food, transportation purposes— we can now see the wider world).</li> <li>Use information gained from a range of sources to draw conclusions— newspapers, telegrams, photographs.</li> <li>Why is George Cayley is significant to Scarborough and significant to the world. (Father of Aeronautics)?</li> <li>How is Earhart was significant for women in Aviation.?</li> <li>How is Peake is significant in modern British history?</li> </ul> <p>(Possible fact files task of each person, the time they lived and their impact on history?)</p>	<ul style="list-style-type: none"> <li>Chronology- Place historical events on a timeline. Have a chronological awareness of how flight has developed over time.</li> <li>Historical Interpretations- How do we know? Explore where we find information about things from a very long time ago.</li> <li>Cause and consequence- Discuss the consequences and impact of air travel. Both as an individual and how it impacts the wider world and our present lives.</li> </ul>

**Meaningful Examples:**

Local link- George Cayley.

**Possible experiences**

Rotunda museum— Cayley exhibit.

# KS1 B Autumn Houses



Society



Economy

Overview— Starting to develop understanding of what a timeline is and exploring how they work starting a understanding of chronology.

Explore how houses have changed in the last 100 years. (reflect on different cultures) Children will record similarities and differences of what they observe. Children will have the opportunity to look at the layout and contents of homes now and in the past and identify change and continuity.

The children will discover what happened during the Great Fire of London as an example of how one event could change how homes were built. It will also help the children connect the Tudor style of homes we have in our local area with a significant historical event.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>How have houses changed in the last 100 years?</p> <p>How did the GFOL changed how houses were built?</p> <p>How do we know what happened in GFOL?</p>	<p>-Changes within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>-Events beyond living memory that are significant nationally or globally.</p>	<ul style="list-style-type: none"> <li>Explore what a timeline looks like.</li> <li>Understand what living memory is.</li> <li>Describe similarities and differences of houses built in the last 100 years. (Discuss that different cultures and countries homes may look different.)</li> <li>Explore the content of homes and how they have changed over the last one hundred years. 'I wonder what it was like.'</li> <li>Put objects from the home on a timeline from new to old.</li> <li>Understand that an event before living memory changed the way houses were built.</li> <li>Describe how I know about events from a very long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>Similarity and Difference- Describe similarities and differences between different houses and record using drawings and simple descriptions or sorting.</li> <li>Chronological Understanding– recognise features of houses that are old and new, use images to sort from oldest to newest.</li> <li>Cause and Consequence– To discuss cause and consequences as describing reasons for homes to change over time.</li> <li>Enquiry- Ask questions about the different houses and recognise what has changed, begin to develop own enquiry questions.</li> <li>Historical Interpretation– I can understand how we know what happened in the Great Fire of London and what a source is.</li> </ul>

## Meaningful Examples

Great Fire Of London  
Local houses

## Possible experiences

Walk around the local area to look at buildings and their purpose.

# KS1 B Spring The history of our school (Victorians)



Society



Achievements and legacy



Leadership

Overview—

The children will look for evidence to show them what life in our school was like in the past. Children will experience what it was like to be at school as a Victorian and discuss what has changed, what is the same and ask questions about the life in the past. They will recognise who Queen Victoria was and discuss how society has changed.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>What does the evidence tell us about Friarage school?</p> <p>What was life like for children in school in the past?</p>	<p>-significant historical events, people and places in their own locality.</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<ul style="list-style-type: none"> <li>When was our school built and opened? <ul style="list-style-type: none"> <li>How do we know Friarage was a Victorian School?</li> </ul> </li> <li>What evidence is available to us to find out about the school? Discuss the different types of evidence. How would we record things about our school today?</li> <li>Walk around school to identify original features such as boy/girl stones.</li> <li>What was life in a Victorian School like? What was life like for a Victorian child? How does it compare to today?</li> <li>Who was Queen Victoria?</li> </ul> <p><i>(Link to RNLI unit Grace Darling and Florence Nightingale given medal by Queen Victoria! – understand they part of same era)</i></p>	<ul style="list-style-type: none"> <li>Historical Interpretation- Understand how we know about what life was like in schools under Queen Victoria. (Including evidence and objects seen within Friarage.)</li> <li>Chronology- Recognise how long ago the Victorian Era was and put into a timeline in comparison with previous topics.</li> <li>Similarity and Difference- Understand how children's lives were different in the past to our own times today.</li> </ul>

## Meaningful Examples

Using our own school and what we can see.

Note link to Grace Darling and Florence Nightingale.

## Possible experiences

Victorians day

Walk around school to see boy/girl stones.

# KS1 B Summer Florence Nightingale and Mary Seacole



Economy



Achievements and legacy



Society

Overview— In this unit, the children investigate what makes Mary Seacole and Florence Nightingale so significant by first looking at who they were and what they did. They will learn about how it made a difference at the time and where their legacy can be seen today. Children will look at the similarities and differences between the two women and how their background and society affected the obstacles they had to overcome.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>Why should we remember Florence Nightingale and Mary Seacole?</p> <p>How did they make a difference in the world?</p> <div> <p><b>Meaningful Examples</b></p> <p>What Mary Seacole achieved was truly remarkable. She broke social rules and prejudices to travel the world, run businesses and help those in need – even in the most dangerous places.</p> <p>Florence became the first woman to receive the Order of Merit, an award given by Queen Victoria.</p> </div>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<ul style="list-style-type: none"> <li>Understand who these women were. <ul style="list-style-type: none"> <li>When were they born?</li> <li>Where were they born?</li> </ul> </li> <li>Recall learning from EYFS around people who help us and what a nurse does.</li> <li>Find out what they did (use artefacts, pictures, stories, online sources and databases to find out about the past).</li> <li>What were the most important events in their lives? Find out why Mary Seacole and Florence Nightingale should be remembered for today? What impact did they have?</li> <li>Look at the similarities and differences between the two women. <ul style="list-style-type: none"> <li>Is there anything that is comparable?</li> <li>Did society affect their lives and why?</li> </ul> </li> </ul> <div> <p><b>Possible experiences</b></p> <p>Links to Victorian day</p> </div>	<ul style="list-style-type: none"> <li>Chronology- Place historical figures on a timeline.</li> <li>Enquiry- Confidently ask and answer questions related to Mary Seacole and Florence Nightingale.</li> <li>Historical Interpretation- Use stories to distinguish between fact and fiction.</li> <li>Similarity and Difference- Discover similarities and differences between the women and explore how their background affected how they were treated.</li> <li>Historical Significance– Why should we remember them?</li> </ul>



Society



Economy



Achievements and legacy

Overview—In this unit, the children will learn that people have been living in Britain for a very long time. They will investigate the changes that occurred during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. They will note what other civilisations were around at a similar time around the world. Children will identify continuity and change in tools, homes and food and will begin to form their own enquiry questions.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>How did Britain change from the stone age to the iron age?</p> <p>When was the stone/bronze iron age?</p> <p>How did people survive?</p> <p>(Why is metal a big step forward? What changed in their society?)</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions.</p>	<ul style="list-style-type: none"> <li>Understanding of how a timeline works and plotting stone age-iron age on a timeline. Fitting both BC and AD dates.</li> <li>What is prehistory?—everything before civilisation occurred (less developed and no source of writing) - evidence—archaeology. How do we know about this time?</li> <li>Know that bronze was used for tools, weapons and armour as well as building materials like tiles.</li> <li>Know that iron was a stronger, harder metal than the bronze previously used.</li> <li>Know that during the Iron Age, Britain consisted almost entirely of settled farming communities. This meant that nearly everyone would have lived on a farm. The people worked together in small communities, tending their livestock and growing crops . The developments of society and civilisation began here.</li> <li>How did society and homes change during these times? Link back to homes work in KS1.</li> </ul>	<ul style="list-style-type: none"> <li>Chronology- Use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>Continuity and change— how society developed as tools changed and how it impacted society and how people lived.</li> <li>Chronology- Fit British prehistory on to a timeline with other cultures /countries that were developing at the same times to give a world context of how Britain was different/same. (Stepping stones for building future topics)</li> </ul>

#### Meaningful Examples

Link to our Scarborough castle as once an iron age settlement.

#### Possible experiences

Mini archaeological dig- Visit to Rotunda- virtual visit to Starr Carr. Jorvik do a Starr Carr loan box.

## LKS2 A Spring Baghdad and Early Islamic history



Economy



Society



Religion

Overview—In this unit, the children will find out what Baghdad was like as a city and how the geography of the region impacted on the city. Children will find out why Baghdad was significant as a trade centre. Examining and evaluating a range of sources will help the children to deepen their understanding and develop skills as historians.

Children will celebrate the achievements and legacy of Baghdad and early Islamic history.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>Why was the city of Baghdad significant?</p> <p>What was life like in the city of Baghdad?</p> <p>How was Baghdad different to Britain around 900AD?</p> <p>How did the Silk Road affect life in Baghdad?</p>	<p>A non-European society that provides contrasts with British history – early Islamic civilization including a study of Baghdad c. AD 900</p>	<ul style="list-style-type: none"> <li>Understand multiple timelines run concurrently.</li> <li>Understand the city of Baghdad using maps and images: Shape - Location - Proximity to water - Circular shape and 'spokes'.                             <ul style="list-style-type: none"> <li>Further questions to deepen their understanding about the city itself and how it was divided for different purposes.</li> <li>What was life like in Baghdad?</li> </ul> </li> <li>What was Baghdad's function as a centre of learning or trade, how important was the Silk road?</li> </ul> <p>Legacy- The achievements of the civilization including Baghdad's role as an educational and trading centre.</p>	<ul style="list-style-type: none"> <li>Chronology- Produce a scaled timeline focusing on key events in the Early Islamic timeline.</li> <li>Enquiry- Work produced from source and enquiry tasks.</li> <li>Achievements and legacy- Celebrate the achievements and legacy of early Islamic history and its historical significance.</li> <li>Cause and consequence- Explore the impact of effective trade.</li> <li>Similarity and difference– compare Baghdad to Britain around 900AD.</li> </ul>

### Meaningful examples

Religion and ideas spread along the Silk Road just as fluidly as goods. Towns along the route grew into multicultural cities. The exchange of information gave rise to new technologies and innovations that would change the world.



## LKS2 ASummer Earliest civilizations— Egyptians



Society



Religion



Achievements and legacy



Leadership



Economy

Overview— Children will learn about the earliest civilisations including Ancient Sumar, The Indus Valley, The Shang Dynasty and an in depth study on the Ancient Egyptians. They will understand the historical importance of life by a river (trade, travel, water, farming.)

They will study the role of the Pharaoh, agricultural developments and find out about the role of the scribe. The unit will conclude with a study of Egyptian beliefs about the afterlife.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>What did the earliest civilisations have in common?</p> <p>What were some of the Egyptians' achievements?</p> <p>How do we know about Egyptian religion?</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p>An in-depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ul style="list-style-type: none"> <li>An overview of all four earliest civilisations and compare on timelines. (Ancient Sumar, The Indus Valley, The Shang Dynasty and Egypt) <ul style="list-style-type: none"> <li>When? Where in the world?</li> <li>Brief history of each area and their significance.</li> <li>Why do we know more about these civilisations than the stone age?</li> <li>Comparison of similarities and differences.</li> </ul> </li> <li>Egypt Study: <ul style="list-style-type: none"> <li>Investigate the role of the Pharaohs in Ancient Egypt. (Why is Hatshepsut different)</li> <li>Investigate Egyptian beliefs about religion, wealth, Gods and the afterlife. <ul style="list-style-type: none"> <li>Burials and mummification</li> <li>Book of the dead (scribes)</li> <li>Pyramids and tombs</li> </ul> </li> </ul> </li> </ul> <p>What legacy did the Egyptians leave behind?</p>	<ul style="list-style-type: none"> <li>Chronology- Create timelines within a specific period of history to set out the order that things have happened.</li> <li>Historical Interpretations- Interpret how we know about ancient civilisations.</li> <li>Similarity and Difference- notice any similarities/differences between the Egyptians religion and leadership in comparison to other time periods that we have previously studied.</li> <li>Historical Significance— begin to link how religion has such a significant impact on a culture and society.</li> </ul>

### Meaningful Examples

Historians come from all over the world including Egyptologist from Scarborough.

King Tuts tomb as example of Pharaoh wealth and afterlife belief. Queen Hatshepsut as an example of a woman as Pharaoh.

## LKS2 B Autumn Roman Empire and Roman Britain



Society



Religion



Conflict



Leadership



Achievements and legacy

Overview— In this series of lessons, children will learn what the Roman Empire was, when it began and how it expanded. The children will discover the spread of the Romans, how this was achieved and different reactions to the invasion of Britain. They will study Religion and how important their belief system was. The children will discover the great Roman achievements and the legacy they have left in Britain today.

The study of the Roman Empire will put history into a larger geographical context expanding the children's historical narrative of the wider world.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>What was the Roman Empire and how did it become so powerful?</p> <p>How did the Britons react to the invasion?</p> <p>How was Britain impacted by the Roman Empire.</p>	<p>The Roman Empire and its impact on Britain</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Gain historical perspectives by placing their growing knowledge into different contexts: economic, military, political and social history.</p>	<ul style="list-style-type: none"> <li>What is an Empire?</li> <li>Where did it begin?</li> <li>When did it begin?</li> <li>How did it expand? How large did it get? <ul style="list-style-type: none"> <li>Link to road network / trade routes / show on maps.</li> </ul> </li> <li>Explain the spread of the Roman empire and recall key facts about the invasion of Britain.</li> <li>How did the Britons react to the invasion?</li> <li>Understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.</li> <li>Why the Romans left and what legacy they left us.</li> </ul>	<ul style="list-style-type: none"> <li>Chronology- Create an annotated timeline within a specific period of history to set out the order that things have happened.</li> <li>Similarity and Difference</li> <li>Enquiry- Pupils can present the answer to the enquiry questions.</li> <li>Continuity and change- Discuss legacy and impact of the Roman empire today. What have we taken from the roman empire.</li> </ul>

### Meaningful Examples

Local link- Roman signal station at Scarborough Castle as well as a small cemetery shows us that there was activity in Scarborough at this time.



Society



Religion



Achievements and legacy



Economy

Overview– Children will discover a non-European civilisation, learning its religious beliefs, what they ate and their significant achievements.

They will see on a map where this civilisation developed and how it relates to other areas of the world previously studied.

How does this compare to British history and other world civilisations such as Egypt/Early Islam.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>How does the Mayan civilisation compare with British Society and other civilisations of the same period?</p> <p>How did religion influence the Mayans?</p> <p>What legacy was left by the Mayans?</p>	<p>A non-European society that provides contrasts with British history – one study chosen.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>	<ul style="list-style-type: none"> <li>• See Maya on a timeline and map with other civilisations of a similar era– note Early Islam and Benin.</li> <li>• Discover facts about the Maya civilisation and its society, how does it compare to other civilisations?</li> <li>• Mayan religion and Gods- explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</li> <li>• Food- describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant</li> <li>• Why did the Mayans decline abruptly?</li> <li>• How does Maya compare as a non-European society to previously studied eras (Stone age– Iron age)</li> </ul>	<ul style="list-style-type: none"> <li>• Chronology– create a timeline and map displaying other eras.</li> <li>• Similarities and differences- Compare the Mayan society to other periods studied such as Egyptians.</li> <li>• Enquiry- Enquire how religion was significant in Maya.</li> </ul>

#### Meaningful Examples

By 900AD most of the cities had been abandoned and the people had drifted back into the forests and jungles. Nobody knows for sure why this happened. It is one of the biggest mysteries in archaeology...???

#### Possible experiences

Debate the fall of Maya and its greatest legacies using historical interpretations from different sources.

Reading– The Chocolate Tree.

## LKS2 BSummer Ancient Greece



Society



Religion



Achievements and legacy



Economy

Overview— Children will learn that our modern world owes a lot to the ancient Greeks. They are to thank for many ideas and inventions (e.g. the Olympic games, Ancient Greek theatres, architecture, maths, literature and many more). They will look at a range of sources to develop their knowledge of life in Ancient Greece and will begin to develop their own enquiry questions. They will discover what else we can thank the Ancient Greek for today and investigate how their legacy continues to influence our daily lives and the modern world.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>How was life different in the Greek city states?</p> <p>How did religion influence the Greeks?</p> <p>Where can we see the influence and legacy of the Ancient Greeks today?</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>	<ul style="list-style-type: none"> <li>Find the Ancient Greeks on a timeline and compare with other eras studied. .</li> <li>Understand that Ancient Greece was made up of city states.</li> <li>Athens—women could not become full citizens or have those rights and they were not allowed an education. • Sparta—had more rights including the right to own property. They were able to travel where they pleased and were well-educated because they were the mother of the warriors.</li> <li>Use sources to infer               <ul style="list-style-type: none"> <li>The influence of religion</li> </ul> </li> <li>Examine influences on the western world               <p>ie. the Olympic games, Ancient Greek theatres, architecture, maths, literature and many more. Devise own ideas about legacy.</p> </li> </ul>	<ul style="list-style-type: none"> <li>Chronology- Use timelines within a specific period of history to set out the order that things have happened.</li> <li>Similarities and differences– Society comparisons for Athens and Sparta.</li> <li>Historical Significance- Evidence of the understanding of the influence of Ancient Greece on the world today.</li> <li>Enquiry- Developing own enquiry questions, what would we like to know?</li> </ul>

### Meaningful Examples

Stories– The Ancient Greeks had lots of stories to help them learn about their world. The gods featured heavily in these tales, and so did mythological monsters .

### Possible experiences

Scarborough museum have Greek loan boxes to explore artefacts.

# Year 5 Autumn World War I



Leadership



Conflict



Society



Economy

Overview—What happened to Scarborough during WW1? Where was hit during WW1? How do we know what happened?

Know that prior to this many countries had been preparing for war and had formed alliances. The assassination of Archduke Franz Ferdinand led to a series of events which lead to WW1 breaking out.

Know that WW1 had a geographical impact on the modern world.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>What happened to Scarborough during the 1914 bombardment?</p> <p>What was life like for soldiers on the front line during WWI?</p> <p>What is propaganda?</p>	<p>A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> <li>• To organise the events of WW1 on a timeline.</li> <li>• To explore what life might have been like in the trenches.</li> <li>• To understand what happened during the Scarborough Bombardment by using a variety of sources. Know that the Scarborough Bombardment happened at 8am on Wednesday 16th December 1914. Know that over 500 shells were shot at the castle and town. Know that a number of people were killed and injured. Know some of the buildings hit (such as the lighthouse, the castle, Gladstone Road School).</li> <li>• To understand what propaganda was and how it was used and why. Explore sources of propaganda.</li> <li>• To understand what happened during the Christmas Truce.</li> </ul>	<ul style="list-style-type: none"> <li>• Chronology- Create an annotated timeline within a specific period of history to set out the order that things have happened.</li> <li>• Significance— Discuss areas affected by the bombardment in Scarborough, linking world history to where we live.</li> <li>• Cause and consequence— understand what events led to the first world war.</li> <li>• Historical Interpretation— review, interpret and use sources to analyse aspect of the war and what happened at home.</li> </ul>

## Meaningful Examples

Local links to Scarborough.

## Possible experiences

Local walk to see Scarborough bombardment sites and war memorial.

# Year 5 Spring Tudors and the role of the Monarchy



Leadership



Religion



Achievements and legacy



Society

Overview— This unit of work focuses on the changing role of the monarch throughout Tudor times. This will support knowledge on leadership, religion and local ties to Scarborough. Children will be able to draw on their historical knowledge of different time periods to support their learning . It also links back to homes studied in KS1 and creates background knowledge to support castle unit in year six.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>How has the role of the monarch changed since Tudor Britain?</p> <p>Was HENRY VIII a bad king?</p> <p>What was life like for different people during the Tudor period?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> <li>• What is a monarchy? Share examples and look back at periods studied and how the monarchy looks today. Understand we a part of history and all things in the present are part of our future history.</li> <li>• To know who the Tudors were and some key events, To explore how Tudor monarchs linked with religion at the time and consider why Henry VIII made England into a protestant country.</li> <li>• Use historical sources to understand who Henry VIII was and interpret evidence to answer if he was a bad king. Discuss how different historians can interpret evidence in different ways and why.</li> <li>• Understand where we see Tudor influence in Scarborough buildings today (recall houses topic in ks1) and how important Scarborough castle was during the Tudor period (building knowledge to support castle unit in year six).</li> </ul>	<ul style="list-style-type: none"> <li>•Chronology- Produce a scaled timeline focusing on key events.</li> <li>• Enquiry- Work produced from source and enquiry tasks - note taking and written answers.</li> <li>• Historical Interpretation- Discuss why different historians interpret sources differently with meaningful examples.</li> </ul>

## Meaningful Examples

Scarborough castle significance to Tudors.

When the popular rebellion against Henry VIII known as the Pilgrimage of Grace broke out in October 1536, the constable, Sir Ralph Eure from Scarborough, declared his support for the king and was besieged in **Scarborough castle**. Although damaged by gunfire, the castle was held successfully.

# Year 5 Summer Anglo Saxons and Scots



Society



Economy



Conflict



Achievements and legacy



Religion



Travel and exploration

Overview—In this unit, the children will learn about what happened to Britain after the Roman withdrawal. They will find out who the Anglo Saxons were, discovering that a range of invaders came to Britain from Northern Europe to settle in Britain. They will examine their settlements and discover what life was like in Anglo-Saxon Britain and compare it to Roman Britain. They will also investigate the legacy they left behind them and the problem with evidence and interpretations of the time.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>How was Anglo-Saxon England different to Roman Britain?</p> <p>What kind of person was buried at Sutton Hoo? How do we know?</p> <div> <p><b>Meaningful Examples</b></p> <p>Sutton Hoo burial site and what it tells us.</p> </div>	<p>Britain's settlement by Anglo Saxons</p> <p>Note connections, contrasts and trends over time Understand how knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> <li>Understand that there is very little evidence for this period of history.</li> <li>Recap the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>Offer some explanations about why the Anglo-Saxons came to Britain, including: to fight, to farm, to make new homes and that they were invited.</li> <li>To understand that many Anglo-Saxons were Pagan. To understand the main differences between Pagan and Christian beliefs. To explore which Saints from Rome were responsible for many Anglo-Saxons converting to Christianity.</li> <li>To know that our understanding of the Anglo-Saxons comes from a range of sources. To know where Sutton Hoo is, what was found there and give examples. To know what an impression is and give examples. To know what kind of person was buried at Sutton Hoo. To examine historical evidence to draw conclusions about the person in the Sutton Hoo burial site.</li> <li>To identify the purpose of Anglo-Saxon clothing. To offer explanations about why Anglo-Saxons dressed the way they did. To consider the differences between rich and poor Anglo-Saxons.</li> <li>To learn about Edward the Confessor and the end of Anglo-Saxon rule</li> </ul>	<ul style="list-style-type: none"> <li>Chronology- Show on timeline where these events fit in line with historical knowledge from previous years.</li> <li>Historical interpretations- Explain the difference between primary and secondary sources.</li> <li>Enquiry- Work produced from source and enquiry tasks - note taking and written answers.</li> </ul>

## Year 6 Spring World War II



Leadership



Conflict



Society



Economy

Overview—In this unit, the children will explain why World War II began and order events from early World War II on a timeline. They will learn about how civilians at home in Britain were affected during the Second World War.

They will also understand the role of women and others left behind, who worked to keep their nation strong whilst many men were away fighting. The children will explore what the holocaust was and how it highlights the importance of tolerance and positive attitudes towards diversity and respecting different religions and cultures.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>What were the causes and consequences of the Battle of Britain?</p> <p>What evidence is there of WWII in Scarborough?</p>	<p>A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> <li>I can explain why World War II began and order events from early World War II on a timeline.</li> <li>I can describe how people's diets were different during World War II and answer questions about the implementation of rationing.</li> <li>I can find out about women's wartime jobs and describe what they entailed.</li> <li>Coding and links to Scarborough. (GCHQ)</li> <li>To research key events in WWII and how events helped bring an end to war.</li> </ul>	<ul style="list-style-type: none"> <li>Chronology- Produce a scaled timeline focusing on key events.</li> <li>Cause and consequence- Identify events which are linked or where cause and effect can be seen</li> <li>Historical significance- Explore what the holocaust was and how it highlights the importance of tolerance and positive attitudes towards diversity and respecting different religions and cultures.</li> </ul>

### Meaningful Examples

Local Links to Scarborough.



# Year 6Spring Vikings



Society



Travel and exploration



Achievements and legacy



Leadership

Overview— In this unit, children will continue their learning about British history with a study of the mediaeval period. They will continue to explore the theme of invasion and settlement by revisiting their previous learning about the Romans, Anglo-Saxon and Scots. Children will learn about how the Vikings switched from raiding to invasion and conquest and how this impacted England. Children will also learn about how the Saxons regained control of England. A trip to Jorvik would give children a deeper understanding of Viking life.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>How did the Vikings trade and what other civilisations did they come into contact with?</p> <p>How did the Saxons regain control of England?</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<ul style="list-style-type: none"> <li>Where did the Vikings come from? Why and when did the Vikings invade the Kingdom of England?</li> <li>Explore Viking raid on Lindisfarne as way to introduce the early contact between the Anglo-Saxons and Vikings. Construct scaled timelines. <ul style="list-style-type: none"> <li>Viking raids/ trade routes and networks. (The Vikings traded with the city of Baghdad)</li> <li>Different boats for different purposes.</li> <li>Viking exploration and settlements.</li> <li>how did Vikings travel? To know that Vikings travelled by longboat/ longship. To know why ships had figureheads.</li> <li>Did the Vikings encounter the silk road? How do we know?</li> </ul> </li> <li>What happened to the Vikings? To know about the battle of Stamford Bridge and its outcome, how do we know this— investigate sources and historical interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>Chronology- Scaled timelines.</li> <li>Cause and consequence of Viking raids.</li> <li>Chronological Understanding of the wider world.</li> <li>Enquiry questioning— what happened? How do we know?</li> <li>Historical interpretation- Read texts and extracts from Anglo-Saxon chronicles.</li> </ul>

## Meaningful Examples

Lindisfarne— read texts and extracts from Anglo Saxon chronicles.

## Possible experiences

Year six residential to York and Jorvik.

Watch re-enactments.

# Year 6 Summer Local Study- Scarborough Castle



Economy



Society

Overview—

In this unit, children will discover their own local history by looking at how the castle has become a part of different aspects of history. They will use disciplinary skills developed over their time at Friarage to ask and answer their own enquiry questions using sources and evidence to support their work.

Enquiry questions	National curriculum coverage	Subject specific knowledge development and intended outcomes.	Disciplinary Skills
<p>Where did Scarborough castle come from?</p> <p>What has happened at Scarborough castle from when it was built to now?</p> <p>Can I link Scarborough castle to my existing knowledge of event that happened around the world?</p> <p>Create my own line of enquiry to investigate about the castle.</p>	<p>A local history study.</p>	<ul style="list-style-type: none"> <li>Create a timeline of events from the beginnings of Scarborough castle to today.</li> <li>Use to link knowledge back to previous knowledge and how much world and local history is represented through a castle outside our own school.</li> <li>An opportunity for the children to devise their own enquiry questions and research a particular aspect of Scarborough castles history to present back to their class.</li> <li>The children will use all of their disciplinary skills to show how to be a historian and also interpret different types of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Create a guide book for the history of the castle focusing on change and chronological knowledge.</li> <li>Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</li> </ul>

## Meaningful Examples

Our own town and how world and local history is reflected in our Castle.

## Possible experiences

Scarborough Castle Visit

Castle visitors in school