



# History at Wolsingham Primary School



Year 1			
	Autumn	Spring	Summer
<b>Title</b>	<b>Am I making history?</b> (NC ref: Changes within living memory)	<b>Then and Now: How have/has 'toys/transport' changed?</b> (NC ref: Changes within living memory)	<b>Why are some places special?</b> (NC ref: Significant places in own locality)
<b>Statutory focus / knowledge and skills</b>	<p><i>Focus should be on the children and how they are making history</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Begin to observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as past, present, older newer.</li> <li>• Recount changes that have occurred in their own lives.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<p><i>Focus on how something relevant to the children has changed in their lifetime/in their family's life time.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Begin to observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• To begin to make comparisons to find similarities and differences.</li> </ul> <p>To build an overview of word history:</p> <ul style="list-style-type: none"> <li>• Describe recent and local historic events.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Place events and artefacts (which have relevance to the children) in order on a time line.</li> <li>• Begin to label time lines with words or phrases such as past, present, older newer.</li> <li>• Recount changes that have occurred in their own lives.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<p><i>Focus on the locality of the children – what's special in their town and why.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Begin to observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Describe significant local people or places from the past.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Begin to use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Begin to communicate understanding of the past.</li> </ul>
<b>Local Learning Links</b>	Links to home: Family History Personal timelines	Beamish visit National Railway Museum (Shildon). Railway tracks in Wolsingham.	Walk around Wolsingham – why places are different/special e.g. church

		George Stephenson – local significant person.	
<b>Year 2</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Title</b>	<b>Who has helped make history?</b> (NC ref: Significant individuals in the past including local people)	<b>Fantastic Firsts: Which invention could be considered the greatest?</b> (NC ref: Events beyond living memory that are significant globally or nationally)	<b>Why do the British like to be beside the seaside?</b> (NC ref: Changes within living memory and beyond. Significant places in our locality)
<b>Statutory focus / knowledge and skills</b>	<p><i>Focus on who has made an impact on history both at a national level and international level.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Ask questions inspired by primary sources such as: What was it like for people? What happened? How long ago?</li> <li>• Recognise and make simple observations about who was important in an historical event/account.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Describe local, national and international historical events.</li> <li>• Describe significant people from the past.</li> <li>• To identify similarities and differences between ways of life in different periods, including their own lives.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as past, present, older newer.</li> <li>• Use dates where appropriate.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<p><i>Focus on who/what has made an impact on history both at a national level and international level</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Ask questions inspired by primary sources such as: What was it like for people? What happened? How long ago?</li> <li>• Recognise and make simple observations about who was important in an historical event/account.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Describe local, national and international historical events.</li> <li>• Describe significant people from the past.</li> <li>• To identify similarities and differences between ways of life in different periods, including their own lives.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Use dates where appropriate.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: years, decades and centuries to describe the passing of time.</li> <li>• Communicate understanding of the past in a variety of ways.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>	<p><i>Focus on the changing of places over time both locally and nationally.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Ask questions inspired by primary sources such as: What was it like for people? What happened? How long ago?</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Describe local, national and international historical events.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives and local area.</li> <li>• Use dates where appropriate.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: years, decades and centuries to describe the passing of time.</li> <li>• Communicate understanding of the past in a variety of ways.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>

	<ul style="list-style-type: none"> <li>Communicate understanding of the past in a variety of ways.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> </ul>		
<b>Local Learning Links</b>	Local significant individuals e.g. Grace Darling, Captain James Cook, Joseph Swan, George Stephenson. Visit to museums related to them?	Craggside – hydroelectric power (National Trust property)	Nearest coastal resort e.g. Saltburn
<b>Year 3</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Title</b>	<b><i>Stone Age to Iron Age</i></b> <b>How did prehistoric settlements develop?</b> (NC Ref: Changes in Britain during the Stone Age to Iron Age)	<b><i>The Ancient Egyptians</i></b> <b>Why did the Ancient Egyptians build the pyramids?</b> (NC Ref: Achievements of earliest civilisations)	<b><i>The Ancient Greeks</i></b> <b>How have Greeks shaped the way we live today?</b> (NC Ref: Ancient Greece; achievements and influence)
<b>Statutory focus / knowledge and skills</b>	<p><i>Focus on an understanding of pre-history e.g. limitations of sources/evidence, changes over time.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>Begin to use evidence (both primary and secondary sources) to ask questions and find answers to questions about the past.</li> <li>Begin to suggest suitable sources of evidence for historical enquiries.</li> <li>Be aware that different versions of the past may exist and begin to suggest reasons for this.</li> <li>Begin to identify causes and consequences of historical events, situations and changes.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies based on events/eras studied.</li> <li>Describe changes that have happened in the locality of the school throughout history as a consequence of historic events studied.</li> <li>Give a broad overview of life in Britain from ancient until medieval times (with a focus on prehistory and ancient civilisations).</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>Place prehistorical and ancient events, artefacts and historical figures on a time line</li> </ul>	<p><i>Overlap of knowledge of prehistoric British history with an Ancient civilisation elsewhere. Focus on how they differ to life in Britain at the time.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>Begin to use evidence (both primary and secondary sources) to ask questions and find answers to questions about the past.</li> <li>Begin to suggest suitable sources of evidence for historical enquiries.</li> <li>Be aware that different versions of the past may exist and begin to suggest reasons for this.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies based on events/eras studied.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>Place prehistorical and ancient events, artefacts and historical figures on a time line using dates <i>i.e. have a focus on BCE dates but ensure children understand the chronology of a time line.</i></li> </ul> <p><i>To communicate historically:</i></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate verbally</li> </ul>	<p><i>Focus on how have ancient civilisations made an impact on our lives today.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>Begin to use evidence (both primary and secondary sources) to ask questions and find answers to questions about the past.</li> <li>Begin to suggest suitable sources of evidence for historical enquiries.</li> <li>Be aware that different versions of the past may exist and begin to suggest reasons for this.</li> <li>Begin to identify causes and consequences of historical events, situations and changes.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies based on events/eras studied.</li> <li>Describe changes that have happened in the locality of the school throughout history as a consequence of historic events studied.</li> <li>Give a broad overview of life in Britain from ancient until medieval times (with a focus on prehistory and ancient civilisations).</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>Place prehistorical and ancient events, artefacts and historical figures on a time line using dates <i>i.e. have a focus on BCE dates but</i></li> </ul>

	<p>using dates <i>i.e.</i> have a focus on BCE dates but ensure children understand the chronology of a time line.</p> <ul style="list-style-type: none"> <li>Understand the concept of change over time based on events studied, representing this, along with evidence, on a time line.</li> </ul> <p><i>To communicate historically:</i></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate verbally</li> <li>Begin to use correct historical vocabulary in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use correct historical vocabulary in order to communicate information about the past.</li> </ul>	<p><i>ensure children understand the chronology of a time line.</i></p> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate verbally</li> <li>Begin to use correct historical vocabulary in order to communicate information about the past.</li> </ul>
--	---	--	---

**Year 4**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Title</b>	<p><b><i>The Romans</i></b></p> <p><b>How did the invasion of the Roman army affect Britain?</b></p> <p>(NC Ref: A local history study; The Roman Empire and its impact on Britain)</p>	<p><b><i>The Anglo Saxons</i></b></p> <p><b>What happened when the Romans left Britain?</b></p> <p>(NC Ref: Britain’s settlement by the Anglo-Saxons and Scots)</p>	<p><b><i>The Vikings</i></b></p> <p><b>How vicious were the Vikings?</b></p> <p>(NC Ref: The Viking and Anglo Saxon struggle for England to 1066).</p>
<b>Statutory focus / knowledge and skills</b>	<p><i>Focus on the development of the Roman Empire and the lasting impact on our history.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>Use evidence (both primary and secondary sources) to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Identify and explain causes and consequences of historical events, situations and changes.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>Describe and make links between main events, situations and changes within and across different periods and societies based on events/eras studied.</li> </ul>	<p><i>Focus on life after the Romans. Was there a decline in anything? Is all change good? Focus on social hierarchy.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>Use evidence (both primary and secondary sources) to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Identify and explain causes and consequences of historical events, situations and changes.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>Describe and make links between main events, situations and changes within and across different periods and societies based on events/eras studied.</li> </ul>	<p><i>Focus on the Viking and Anglo-Saxon struggle for England to 1066.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>Use evidence (both primary and secondary sources) to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Identify and explain causes and consequences of historical events, situations and changes.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>Describe and make links between main events, situations and changes within and across different periods and societies based on events/eras studied.</li> <li>Give a broad overview of life in Britain from ancient until medieval times (with a focus</li> </ul>

	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school as a consequence of historic events studied.</li> <li>Give a broad overview of life in Britain from ancient until medieval times (with a focus on life before, during and after the Roman invasion).</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society relevant to the eras studied.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children relevant to the eras studied.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates which cross the BCE/AD divide.</li> <li>Understand the concept of change over time based on events studied, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>Use correct historical vocabulary to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from ancient until medieval times (with a focus on life before, during and after the Roman invasion).</li> <li>Describe the social, ethnic, cultural or religious diversity of past society relevant to the eras studied.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children relevant to the eras studied.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates which cross the BCE/AD divide.</li> <li>Understand the concept of change over time based on events studied, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>Use correct historical vocabulary to a good standard in order to communicate information about the past.</li> </ul>	<p>on life before, during and after the Roman invasion).</p> <ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society relevant to the eras studied.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children relevant to the eras studied.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates which cross the BCE/AD divide.</li> <li>Understand the concept of change over time based on events studied, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>Use correct historical vocabulary to a good standard in order to communicate information about the past.</li> </ul>
<b>Local Learning Links</b>	Use Binchester Roman Fort as local history study and how it shows the impact of Roman Britain. Vindolanda Roman Fort Hadrian's Wall Dere Street.	Escomb Church (one of the oldest Anglo-Saxon churches in Britain). Bede Museum – Jarrow Hall.	Holy Island
<b>Year 5</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Title</b>	<b><i>The Mayans</i></b> <b>Who was making history in faraway lands?</b> (NC Ref: Non-European society that provides contrast to British history)	<b><i>The Tudors</i></b> <b>Which Tudor monarch brought the greatest change?</b> (NC Ref: Aspect of theme since 1066 – the changing monarchy/religion and exploration).	<b><i>Victorians</i></b> <b>What was it like to be a child in the Victorian era?</b> (NC Ref: Aspect or theme since 1066 – changing life for children)

<b>Statutory focus / knowledge and skills</b>	<p><i>Focus on expansion and then decline of an empire around the world. Negative impact of European exploration.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to begin to form testable hypotheses about the past.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world <i>e.g. How do the Tudor times compare to Aztec/Mayan society?</i></li> <li>• Begin to offer explanations about why people in the past acted as they did.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Begin to describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Use dates and terms with accuracy in describing events.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate.</li> <li>• Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</li> </ul>	<p><i>Focus on the Monarchy and the changes they implemented during the Tudor era e.g. changing religion/development of religion/social hierarchy.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to begin to form testable hypotheses about the past.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from medieval until the Victorian era.</li> <li>• Begin to offer explanations about why people in the past acted as they did.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Begin to describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change. <i>To be taught when learning about a specific area.</i></li> <li>• Begin to understand the concepts of continuity and change over time.</li> <li>• Use dates and terms with accuracy in describing events.</li> </ul>	<p><i>Focus on the education and welfare of children during Victorian times and compare across the ages.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to begin to form testable hypotheses about the past.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school based on events studied.</li> <li>• Give a broad overview of life in Britain from medieval until the Victorian era.</li> <li>• Begin to offer explanations about why people in the past acted as they did.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Begin to describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Begin to understand the concepts of continuity and change over time.</li> <li>• Use dates and terms with accuracy in describing events.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate.</li> <li>• Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</li> </ul>
<b>Local Learning Links</b>			Beamish – Victorian school DLR – get Victorian class set up props Use old punishment books from school to show Victorian methods of punishment which were in place until later in the 20 <sup>th</sup> century.
<b>Year 6</b>			
	<b>Autumn Unit 2</b>	<b>Spring Unit 4</b>	<b>Summer Unit 6</b>

Title	<p style="text-align: center;"><b>WWI</b></p> <p style="text-align: center;"><b>Why was World War I named ‘The Great War’?</b></p> <p style="text-align: center;">(NC Ref: Aspect or theme since 1066 – A significant turning point in British history)</p>	<p style="text-align: center;"><b>Crime and Punishment / Medicine through the ages.</b></p> <p style="text-align: center;"><b>How has crime and punishment/medicine changed through the ages?</b></p> <p style="text-align: center;">(NC Ref: Aspect or theme since 1066)</p>	<p style="text-align: center;"><b>A Magnificent Millennium</b></p> <p style="text-align: center;"><b>How did life in Weardale change 1000AD to present day?</b></p> <p style="text-align: center;">(NC Ref: A local history study)</p>
<p><b>Statutory focus / knowledge and skills</b></p>	<p><i>Focus on impact of war on Britain and the political views of different reasons why it started. .</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Modern Britain (e.g. World War I).</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Offer plausible explanations about why people in the past acted as they did.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change. <i>Can be taught through an area of focus e.g. Medicine/Crime and Punishment.</i></li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	<p><i>Focus on the changes of one aspect and look at it across the centuries and time periods.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Give a broad overview of life from 1066 onwards (e.g. World War I).</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Offer plausible explanations about why people in the past acted as they did.</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate</li> <li>• Using own choice of media, record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</li> </ul>	<p><i>Focus on the development and industrialisation of Weardale from the land of the Prince Bishop through the steel works (and development of towns in the surrounding area) and to modern day rural town life.</i></p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p>To build an overview of world history:</p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school based on an in-depth study into the local area.</li> <li>• Give a broad overview of life from 1066 onwards</li> </ul> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul> <p>Use dates and terms accurately in describing events.</p>

	<p>To communicate historically:</p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate</li> <li>• Using own choice of media, record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</li> </ul>		
<p><b>Local Learning Links</b></p>	<p>War memorial. Visit Harperly Prisoner of War Camp (linked to WWII)</p>		<p>Train station/tracks Place names of relevance e.g. Atwood Terrace. Tow Law – population change of the town over a select period.</p>