

New Seaham Academy History scheme of work

Class :2

	<u>Content</u>	<u>Objectives</u>	<u>Resources</u>
<u>Autumn</u>	<p>Comparative Study People: Jobs - How have jobs changed over time? Victorian era jobs 1837-1901 Present day jobs. What sort of jobs do adults do? What jobs do parents/Grandparents do? Did these jobs exist in the past? How were these jobs similar/different? Which jobs no longer exist? How can we find out about changes in jobs? Local study - mining. Pick a range of jobs and study how they have changed [examples could be teacher, nurse, train driver, farmer, police officer].</p>	<p>Be aware of the past, using common words and phrases related to the passing of time. Fit people and events into a chronological framework. Identify similarities and differences between periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use from stories and other sources to show understanding. Understand some ways we find out about the past. Identify different ways in which the past is represented.</p>	•
<u>Spring</u>	<p>Places: Homes - How have homes changed over time? Iron Age - from 600 BC to 43 AD. Tudor homes - 1485-1603 Present day homes. What sort of home do the children live in? How are modern homes similar/different? Identify and name different types of homes. Why have homes changed and what impact has this had on the present day? To order types of homes chronologically. Possible visit - Bedes World, Beamish</p>	<p>Be aware of the past, using common words and phrases related to the passing of time. Fit people and events into a chronological framework. Identify similarities and differences between periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use from stories and other sources to show understanding. Understand some ways we find out about the past. Identify different ways in which the past is represented.</p>	•
<u>Summer</u>	<p>Events: Great Fire of London 1666AD To be able to identify the main events of this significant event and put into chronological order.</p>	<p>Be aware of the past, using common words and phrases related to the passing of time. Fit people and events into a chronological framework. Identify similarities and differences between periods.</p>	•

	<p>Can use a range of sources (primary and secondary) to research the event.</p> <p>To be able to recognise why people did things, why events happened and what happened as a result.</p> <p>Identify different ways in which this event is represented i.e. pictures, story, diary, music.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions.</p> <p>Choose and use from stories and other sources to show understanding.</p> <p>Understand some ways we find out about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>BV: To be aware of significant personalities, events and turning points in British history.</p>	
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Class :3

	<u>Content</u>	<u>Objectives</u>	<u>Resources</u>
<u>Autumn</u>	<p>Comparative Study - Famous People - The lives of significant people from the past. <i>[examples to choose from could be: Elizabeth 1 1558 - 1603 and Queen Victoria 1837-1901, Christopher Columbus 1451-1506, Neil Armstrong 1930 - 2012, Mary Seacole 1805 - 1881 and/or Florence Nightingale 1820 - 1910 & Edith Cavell 1865 - 1915]</i></p> <p>Why are these people famous/significant? How are their lives similar/different? What impact/legacy did these people have on British and international lives in the past and today? Why these people do things, why events happened and what happened as a result?</p>	<p>Be aware of the past, using common words and phrases related to the passing of time.</p> <p>Fit people and events into a chronological framework.</p> <p>Identify similarities and differences between periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions.</p> <p>Choose and use from stories and other sources to show understanding.</p> <p>Understand some ways we find out about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>BV:To be aware of significant personalities, events and turning points in British history.</p>	<ul style="list-style-type: none"> •
<u>Spring</u>	<p>Place - A Country House - How did people live there long ago? 1800s. 1825 - Pockerley Manor Beamish</p> <p>What is a country house? Who lives/lived in a country house? What sort of jobs did people do in a country house (owners, servants, gardeners etc). How did the lives of people in a country house differ from other members of Society? What impact did this social hierarchy have on society e.g. create jobs, inequality etc).</p>	<p>Be aware of the past, using common words and phrases related to the passing of time.</p> <p>Fit people and events into a chronological framework.</p> <p>Identify similarities and differences between periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions.</p> <p>Choose and use from stories and other sources to show understanding.</p> <p>Understand some ways we find out about the past.</p> <p>Identify different ways in which the past is represented.</p>	<ul style="list-style-type: none"> •

	Possible Visit - Beamish,		
<u>Summer</u>	<p>Significant Historical events - Air Travel - The Wright Brothers. 1900-1905</p> <p>To be able to identify the main events of this significant event and put into chronological order. Can use a range of sources (primary and secondary) to research the event.</p> <p>To be able to recognise why people did things, why events happened and what happened as a result. Identify different ways in which this event is represented i.e. pictures, story, diary, multi media.</p>	<p>Be aware of the past, using common words and phrases related to the passing of time. Fit people and events into a chronological framework. Identify similarities and differences between periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use from stories and other sources to show understanding. Understand some ways we find out about the past. Identify different ways in which the past is represented.</p> <p>BV: To be aware of significant personalities, events and turning points in British history.</p>	<ul style="list-style-type: none"> •

Class :4

	<u>Content</u>	<u>Objectives</u>	<u>Resources</u>
<u>Autumn</u>	<p>Comparative Study Famous People - The lives of significant people from the past. <i>[Examples to choose from could be: Rosa Parks 1913 - 2005 & Emily Davison 1872 - 1913, William Caxton 1415/1524-1492 & Tim Berners-Lee (Tim Berners-Lee invented the World Wide Web in 1989), Pieter Bruegel the Elder 1525/1530 - 1569 and LS Lowry 1887 - 1976].</i></p> <p>Why are these people famous/significant? How are their lives similar/different? What impact/legacy did these people have on British and international lives in the past and today? Why these people do things, why events happened and what happened as a result?</p>	<p>Be aware of the past, using common words and phrases related to the passing of time. Fit people and events into a chronological framework. Identify similarities and differences between periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use from stories and other sources to show understanding. Understand some ways we find out about the past. Identify different ways in which the past is represented.</p> <p>BV: To be aware of significant personalities, events and turning points in British history.</p>	<ul style="list-style-type: none"> •

<u>Spring</u>	<p>Places - Castles - What was it like to live in a medieval castle? 1066 - 1485. What is a medieval castle? Who lives/lived in a medieval castle? What sort of jobs did people do in a medieval castle? How did the lives of people in a medieval castle differ from other members of Society? What impact did this social hierarchy have on society e.g. create jobs, inequality etc). Possible Visit - Newcastle Keep.</p>	<p>Be aware of the past, using common words and phrases related to the passing of time. Fit people and events into a chronological framework. Identify similarities and differences between periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use from stories and other sources to show understanding. Understand some ways we find out about the past. Identify different ways in which the past is represented.</p>	<ul style="list-style-type: none"> •
<u>Summer</u>	<p>Significant Historical events - Locomotive Travel In 1814, the 'Blucher' In 1829, Stephenson's rocket. 1800s - present day. To be able to identify the main events of this significant event and put into chronological order. Can use a range of sources (primary and secondary) to research the event. To be able to recognise why people did things, why events happened and what happened as a result. Identify different ways in which this event is represented i.e. pictures, story, diary, multi media. Possible Visit - Shildon Museum, National Rail Museum York.</p>	<p>Be aware of the past, using common words and phrases related to the passing of time. Fit people and events into a chronological framework. Identify similarities and differences between periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use from stories and other sources to show understanding. Understand some ways we find out about the past. Identify different ways in which the past is represented. BV: To be aware of significant personalities, events and turning points in British history.</p>	<ul style="list-style-type: none"> •

Class :5

	<u>Content</u>	<u>Objectives</u>	<u>Resources</u>
<u>Autumn</u>	<p>Early Civilizations - Egypt 2700 - 1100 B.C.E. Location in time and place Using artefacts as a source of information Daily life of the rich and poor Importance of the river Nile Belief in the afterlife and process of mummification Famous Pharaohs (discovery of Tutankhamen's tomb by Howard Carter)</p>	<ul style="list-style-type: none"> • To develop chronologically secure knowledge of history. • Establish narratives within and across periods studied. • Note connections, contrasts and trends over time. • Develop the appropriate use of historical terms. 	<ul style="list-style-type: none"> •

<p><u>Spring</u></p>	<p>Early Civilizations - Ancient Greece 700-480 B.C.E Location in time and place Using artefacts as a source of information Daily life of rich and poor. Greek Gods Myths and Legends (XC link to Literacy) BV: Their Legacy for us today - Democracy, Theatre, Olympics Connectives with similarities and differences with other early civilizations.</p>	<ul style="list-style-type: none"> • Address and devise historically valid questions. • Understand how knowledge of the past is constructed from a range of sources. • Construct informed responses by selecting and organising relevant historical information. • Understand that different versions of the past may exist, giving some reasons for this. 	<ul style="list-style-type: none"> •
<p><u>Summer</u></p>	<p>Early Civilizations - The Indus Valley. Traced back to 7000 B.C.E. Reached peak in 2600 B.C.E. Declined in 1900 B.C.E.</p> <p>Discovery of Indus civilisation in India c. 1826 Location in time and place of early civilisation. Daily life, trade and travel, technology and jobs, games and toys, art and writing, food and farming. End on the Indus Civilisation - what factors contributed to the end of the civilisation? Legacy - what did they do for us today? How can studying artefacts help us gain knowledge and understanding of history?</p>	<ul style="list-style-type: none"> • Describe main events, situations and changes within and across different periods/societies. • Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural, religious and ethnic diversity in Britain & the wider world. • Identify historically significant people and events in situations. <p>BV: To acquire an appreciation of and respect for their own and other cultures. BV: To have an understanding of how citizens can influence decision-making through the democratic process.</p>	<ul style="list-style-type: none"> •

Class :6

	<u>Content</u>	<u>Objectives</u>	<u>Resources</u>
<u>Autumn</u>	<p>Britain From the Stone Age to the Iron Age 2500 BC - 42AD</p> <p>To identify key events and construct a timeline of the given era.</p> <p>To be able to describe the main characteristics of late Neolithic hunters-gathers and early farmers e.g Skara Brae.</p> <p>To develop a secure knowledge and understanding of Bronze age religion, technology and travel, e.g. Stonehenge.</p> <p>To identify similarities and differences of other historical eras and present day with the lives of people in the stone/Bronze age.</p>	<ul style="list-style-type: none"> To develop chronologically secure knowledge of history. Establish narratives within and across periods studied. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Address and devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information. Understand that different versions of the past may exist, giving some reasons for this. 	<p>Outdoors: Make some outdoor cave paintings</p>
<u>Spring</u>	<p>Britain From the Stone Age to the Iron Age 2500 BC - 42AD</p> <p>To develop a secure knowledge of the Iron age historical era through the study of:</p> <p>Iron age hill forts, Tribal kingdoms, Farming, Art and cultures.</p> <p>To make comparisons with the Stone and Bronze age life and identify similarities and differences with modern life.</p>	<ul style="list-style-type: none"> Describe main events, situations and changes within and across different periods/societies. Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural, religious and ethnic diversity in Britain & the wider world. Identify historically significant people and events in situations. 	<p>Outdoors: create an iron-age settlement in the woods.</p>
<u>Summer</u>	<p>The Roman Empire and its impact on Britain AD 42 to AD 450.</p> <p>To develop a secure knowledge of understanding of the era through the study of.</p> <p>Julius Caesar's attempted invasion in 55-54BC</p> <p>The Roman Empire by AD42 and the power of its army.</p> <p>Invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>British residence, e.g. Boudica</p> <p>'Romanisation' of Britain: sites such as Arbeia, Segedunum, Housesteads and the impact of technology, culture, belief, including early Christianity.</p>	<ul style="list-style-type: none"> Describe main events, situations and changes within and across different periods/societies. Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural, religious and ethnic diversity in Britain & the wider world. Identify historically significant people and events in situations. <p>BV: To be aware of significant personalities, events and turning points in British history.</p>	<p>Outdoors: split the class into Romans and celts and make your own version of Hadrian's Wall.</p>

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Class :7

	<u>Content</u>	<u>Objectives</u>	<u>Resources</u>
<u>Autumn</u>	<p>Britain's Settlement by Anglo Saxons and Scots 400 - 789 AD To develop a secure knowledge and understanding of the era through the study of: Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire. Scots invasion from Ireland to North Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names, village life, art and culture. Christian conversion - Canterbury, Iona and Lindisfarne.</p>	<ul style="list-style-type: none"> • To develop chronologically secure knowledge of history. • Establish narratives within and across periods studied. • Note connections, contrasts and trends over time. • Develop the appropriate use of historical terms. • Address and devise historically valid questions. 	•
<u>Spring</u>	<p>The Viking and Anglo Saxon struggle for England 789 - 1066 AD To develop a secure knowledge and understanding of the era through the study of: Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first King of England. Further Viking invasion and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066.</p>	<ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources. • Construct informed responses by selecting and organising relevant historical information. • Understand that different versions of the past may exist, giving some reasons for this. • Describe main events, situations and changes within and across different periods/societies. 	•
<u>Summer</u>	<p>A local Historical Study that investigates a site in the UK [an example could be Sutton Hoo an Anglo Saxon site or Jorvik, York a Viking site.</p> <p>An in depth study linked to one of the British areas of study listed above.</p> <p>A study over time tracing how several aspects of</p>	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural, religious and ethnic diversity in Britain & the wider 	•

	National history are reflected in the locality (this can go beyond 1066).	<p>world. Identify historically significant people and events in situations.</p> <p>BV: To be aware of significant personalities, events and turning points in British history.</p>	
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Class :8

	<u>Content</u>	<u>Objectives</u>	<u>Resources</u>
<u>Autumn</u>	<p>A contrasting World civilization. [An example could be Baghdad & Early Islamic civilization c. AD 900, Mayan civilization c. AD900, Benin (West Africa) c. AD900-1300].</p> <p>An in depth study of a Non-European society that provides contrasts with British history.</p>	<ul style="list-style-type: none"> • To develop chronologically secure knowledge of history. • Establish narratives within and across periods studied. • Note connections, contrasts and trends over time. • Develop the appropriate use of historical terms. • Address and devise historically valid questions. • Understand how knowledge of the past is constructed from a range of sources. • Construct informed responses by selecting and organising relevant 	<ul style="list-style-type: none"> •
<u>Spring</u>	<p>A study beyond 1066. British Kings and Queens and. <u>Kings and Queens:</u> Location in time and place How did the Tudors come to power? War of the Roses. Tudor line of succession: Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I Henry VIII - role of the King, his wives, his court Mid-Tudor crisis - Edward VI and Lady Jane Grey</p>		

	Elizabeth I -portraits and letters as historical sources about her appearance. Compare lives of the rich and poor in Tudor times	historical information. <ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this. Describe main events, situations and changes within and across different periods/societies. Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural, religious and ethnic diversity in Britain & the wider world. Identify historically significant people and events in situations. BV: To acquire an appreciation of and respect for their own and other cultures. BV: To be aware of significant personalities, events and turning points in British history.	
<u>Summer</u>	A study beyond 1066. Tudor Exploration. <u>Tudor Exploration:</u> Why explore? Famous explorers, their adventures and discoveries: Hawkins, Drake, Raleigh. Ships and navigation devices. How maps have changed since Tudor times. Life on board a Tudor ship. Spanish Armada.		•

Class :9

	<u>Content</u>	<u>Objectives</u>	<u>Resources</u>
<u>Autumn</u>	A study Beyond 1066 - British Empire and Industrial Revolution. <u>The British Empire?</u> Victoria era and how Britain was changing . What is an Empire? Why/how did the Empire grow? Places which were part of the Empire.The Great Exhibition of 1851 <u>Industrial Revolution:</u> Why did people living in rural area move to towns? Age of steam - introduction of steam power Age of steel - invention of steel (Henry Bessemer 1856) and	<ul style="list-style-type: none"> To develop chronologically secure knowledge of history. Establish narratives within and across periods studied. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Address and devise historically valid 	•

	<p>use in ships and industry Increase in wealth as a country, contrast with the working and living conditions of factory workers in towns.</p>	<p>questions.</p> <ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources. • Construct informed responses by selecting and organising relevant historical information. 	
<u>Spring</u>	<p>A study Beyond 1066 - WW1 & WW2 <u>Politics:</u> Locate the events in time and place. Political situation in Europe leading up to the beginning of the war. Why did Britain enter WW2? How was Britain involved? Frontline warfare, Women at war, Spies, Code-breaking. BV: Strengths, advantages, disadvantages of democracy.</p>	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this. • Describe main events, situations and changes within and across different periods/societies. • Identify and give reasons for, results of, historical events, situations, changes. 	•
<u>Summer</u>	<p>A Study Beyond 1066 - WW1 & WW2 <u>Life at home and in the trenches:</u> Changes in daily life: Air raids, rationing, evacuation of children to rural areas, conscription, women working. Life of a soldier in the trenches: equipment used, living conditions Significant events: The Blitz - how did they protect themselves, Battle of Britain. <u>Legacy:</u> Why and when did the war end? How did people celebrate the end of the war? How did life in Britain change as a result of the war? Women working, Austerity, Political changes, United Nations</p>	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world. • Identify historically significant people and events in situations. <p>BV: To be aware of significant personalities, events and turning points in British history. BV: To have an understanding of how citizens can influence decision-making through the democratic process.</p>	•