Class	Autumn	Spring	Summer
3	How am I making History?	Toys	Explorers
4	Great Fire of London	Flyers	Rosa Parks and Emily Davison
5	Ancient Egypt	Stone Age to Iron Age Hunter/Gatherers and farming	
6	Shang Dynasty	Stone Age to Iron Age Iron Age settlements and hill forts	Romans Invasions and settlement
7	Romans Legacy and lasting impact	Anglo Saxons	Vikings
8	Vikings/Anglo Saxon	Tudor Life	Ancient Maya (Y5)
9	British Empire/Industrial Revolution	WWII	Ancient Greece (Y6)

*Local History to promote sense of belonging and community (taught in year groups for the day):

Autumn – Coal mining	Spring/Summer – WW1
Y3 Maps of coalmines and visits to – Dawdon Colliery, Vane Tempest, the Knack. Seaham Colliery. To explain the importance of coal mines to the local community of Seaham.	Y3 Visiting local sites –Tommy, etc. Seaham Hall as a volunteer War Hospital during WW1. https://www.seahampast.co.uk/index.php/history-of-seaham/284-seaham-and-world-war-1/1843-seaham-first-aid-and-nursing-volunteers-in-world-war-1 To explore the importance of a local landmark to the people and communities involved in WW1.
Y4 Understand the conditions of working in the mines – Work as a hewer, trapper boy etc. To use sources of evidence to explain what working conditions were like for miners in Seaham.	Y4 Frontline – who went? Census? Cenotaph? What is was like? To understand the impact of frontline warfare on the people and community of Seaham.
Y5	Y5

Deepen understanding and write diaries/create art/music based on the life of a coalminer. *To interpret sources to gain a deep understanding of what working conditions were like for miners in Seaham.*	*Workers at home – factories and women. Seaham Candlish Bottleworks made glass balls to contained mines to stop the German U boats.* *https://www.seahampast.co.uk/index.php/history-of-seaham/284-seaham-and-world-war-1/1625-secret-war-work-of-the-candlish-bottle-works-revealed-1919* *To describe the role of key groups in Seaham when contributing to the war effort.*
Y6 *Seaham colliery mining disaster of 1880.* *https://nmrs.org.uk/mines-map/accidents-disasters/durham/seaham-colliery-explosion-seaham-1880/* *To establish detailed narratives of the impact of the 1880 mining disaster on the people of Seaham.*	Y6 *Politics and fallout – study of our school post war. See link below of NSA log book between 1912 and 1965.* *https://www.seahampast.co.uk/index.php/history-of-seaham/280-schools-and-education-in-seaham/1721-log-book-of-new-seaham-council-school-infants-dept-byron-terrace-1912-to-1965* *To understand the social and cultural impacts of the aftermath of WW1 on the people and community of Seaham.*

New Seaham Academy - History Scheme of Work

Class 3 – Year 1

	Content	Objectives	Vocabulary
Autumn	*How am I making History?* *Investigating the past within living memory by exploring personal chronology and using photographs to ask and answer questions about the past. Pupils create simple timelines and begin to understand how their own lives fit into a sequence of events.*	*To develop an understanding of personal chronology.* *To learn more about my history.* *To explore how we remember events.* *To find out what childhood was like for our parents and grandparents.* *To compare childhood now with childhood in the past.* *To identify that some things change and some things stay the same.* *To explore why people wear poppies on Remembrance Day.*	*change* *different* *event* *future* *memory* *present* *past* *similar* *timeline*
Spring	*How have Toys Changed?* *Investigating toys from the past by sequencing artefacts, asking historical questions and examining how teddy bears have changed over time. Pupils use evidence from historical sources, explore continuity and change and consider how toys might develop in the future.*	*To talk about a favourite toy.* *To find out what toys our parents and grandparents played with.* *To investigate what toys were like up to 100 years ago.* *To compare toys from the past with modern toys.* *To investigate how teddy bears have changed over time.* *To know how toys have changed over time.*	*artefact* *change* *clue* *different* *memory* *past* *present* *similar* *timeline*
Summer	*How have Explorers Changed the World?* *Discovering how explorers have changed the world by learning about significant people and events beyond living memory. Pupils create timelines, investigate journeys of exploration and compare exploration in the past with exploration today.*	*To describe what an explorer is by imagining a journey.* *To ask questions about different explorers and their achievements.* *To order events from an explorer's story on a timeline.*	*different* *event* *explorer*

		To use photographs to find out about the past. *To identify how exploring has changed over time.* *To describe what is important about some explorers and their discoveries.*	*past* *present* *similar* *timeline*

New Seaham Academy - History Scheme of Work

Class 4 – Year 2

	Content	Objectives	Vocabulary
Autumn	***How did the Great Fire of London change the city?*** *Learning about the Great Fire of London by placing the main events on a timeline and finding out why people acted as they did. Pupils use primary and secondary sources, such as Samuel Pepys' diary, to research the fire. They explore why it started and spread, what happened as a result, and how the event has been shown in pictures, stories, diaries and music.*	*To know the main events of the Great Fire of London in 1666, from the fire starting in Pudding Lane to it being put out.* *To know why the fire started and spread quickly, and what happened as a result.* *To know that London was rebuilt afterwards, and that this changed how the city looked and how buildings were made.* *To know that we find out about the fire from different sources, for example Samuel Pepys' diary.*	*past* *timeline* *1666* *Pudding Lane* *baker* *timber* *spread* *diary* *Samuel Pepys* *source* *King Charles II* *River Thames* *rebuild* *Christopher Wren* *Monument*
Spring	*How did we learn to fly?* *Learning about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation. Pupils build their understanding of chronology while exploring how developments in flight have changed over time.*	*To retell the story of the Wright brothers.* *To develop an understanding of historical significance.* *To investigate why Bessie Coleman is historically significant using photographs.* *To develop an understanding of primary sources.* *To investigate why the Moon landing was a significant event in history.* *To place significant flight events on a timeline.*	*beyond living memory* *inventor* *lifetime* *source*
Summer	*How did Rosa Parks and Emily Davison change the world?* *Learning about the lives of two significant people from the past, Rosa Parks and Emily Davison, by placing them on a timeline and asking and answering questions about them. Pupils use secondary sources to compare what each person did and why, and how their actions have affected life today. They then use historical vocabulary to explain who they think had the larger impact on modern society.*	*To fit people into a chronological framework using timelines.* *To ask and answer questions about two people from history. (Rosa Parks and Emily Davison).* *To use a range of secondary sources to answer questions I have wrote about Rosa Parks and Emily Davison.*	*past* *timeline* *significant* *Rosa Parks* *Emily Davison* *bus* *seat* *unfair* *rights* *equal* *protest*

		To use secondary sources to compare the acts of Rosa Parks and Emily Davison. *To understand how Rosa Parks and Emily Davison's events has affected life today.* *To use historical vocabulary to explain who you think had the larger impact upon modern day society.*	*boycott* *segregation* *suffragette* *vote* *campaign* *courage* *change* *impact* *compare*

New Seaham Academy - History Scheme of Work

Class 5 – Year 3

	Content	Objectives	Vocabulary
Autumn	*What was important to Ancient Egyptians?* *Learning about ancient Egypt by investigating evidence such as mummies, pyramids and the Book of the Dead. Pupils place the ancient Egyptians on a timeline, explore the importance of religion in everyday life and discover how ancient Egyptians explained the creation of the world.*	*To ask questions about sources from ancient civilisations.* *To explain the importance of the River Nile to ancient Egyptian civilisation.* *To explore the importance of ancient Egyptian hieroglyphics.* *To explore the importance of gods and goddesses in ancient Egypt.* *To investigate beliefs about the afterlife in Ancient Egypt.* *To identify continuity and change in pharaoh burials across the Old, Middle and New Kingdoms.*	*Achievement* *afterlife* *beliefs* *chronological* *civilisation* *continuity* *creation* *goods* *trade*
Spring	*How did early people find and grow their food?* *Learning about how early people survived by exploring how food was found, grown and prepared across the Stone Age, Bronze Age and Iron Age. Pupils use archaeological evidence to describe hunter-gatherer life and explain how farming and metal tools changed the way people lived. They then compare food and survival across the three ages.*	*To explain how early people obtained food.* *To use archaeological evidence to describe hunter-gatherer life.* *To explain changes associated with farming.* *To explain how metal tools supported farming and food preparation.* *To describe farming and food production in the Iron Age.* *To compare food and survival across the three ages.*	*prehistoric* *Stone Age* *Bronze Age* *Iron Age* *hunter-gatherer* *archaeologist* *artefact* *settlement* *farming* *crops*

			harvest *plough* *iron* *survival*
Summer	*Curriculum Revision*		

New Seaham Academy - History Scheme of Work

Class 6 – Year 3/4

	Content	Objectives	Vocabulary
Autumn	**What can we learn about life in the Shang dynasty?** *Learning about ancient China's Shang dynasty by exploring when and where it existed and how society was organised. Pupils investigate religious beliefs, oracle bones and the tomb of Fu Hao. They examine a range of artefacts and use archaeological evidence to draw conclusions about what life was like at that time*	*To explain when and where the Shang dynasty existed and use archaeological evidence to draw conclusions about life at that time.* *To describe how Shang society was organised and what life was like for different people.* *To explain some of the religious beliefs and practices of the Shang people.* *To explain the discovery, purpose and significance of oracle bones.* *To examine a range of artefacts and evaluate what they can teach us about life in the Shang dynasty.* *To explain who Fu Hao was and why the discovery of her tomb was significant.*	*dynasty* *ancient* *archaeologist* *evidence* *artefact* *king* *social hierarchy* *religion* *ancestor* *ritual* *oracle bone* *bronze* *jade* *tomb* *Fu Hao*
Spring	**How did early people build places to live?** *Learning about how early people survived by exploring the shelters and settlements they built, from Neolithic villages to Bronze Age homes and Iron Age hillforts. Pupils investigate archaeological evidence to describe how people lived and why hillforts may have been built. They then explain what changed and what stayed the same over time.*	*To explain how early shelters supported survival.* *To investigate early settlement evidence.* *To describe features of a Neolithic settlement.* *To use evidence to investigate a Bronze Age settlement.* *To explain possible purposes of hillforts.* *To construct an explanation of change and continuity.*	*Shelter* *survival* *settlement* *evidence* *archaeologist* *Neolithic* *Bronze Age* *Iron Age* *hillfort* *defence* *ditch* *rampart* *roundhouse* *thatch* *wattle and daub* *trade* *community* *change* *continuity*

Summer	***Why did Rome conquer Britain?*** *Learning about the Roman invasions of Britain by exploring what Britain was like before Rome arrived and why Caesar's expeditions did not last. Pupils investigate how Rome's empire and army made conquest possible, why Claudius's invasion succeeded, and why British communities responded differently to Roman rule. They then explain the causes, events and consequences of Boudica's rebellion.*	*To describe Britain before the Roman invasions* *To explain why Caesar came to Britain and why his expeditions did not establish lasting Roman rule.* *To explain how Rome's empire and army made conquest possible* *To explain why the invasion authorised by Claudius established Roman rule.* *To explain why British rulers and communities responded differently to Rome* *To explain the causes, events and consequences of Boudica's rebellion*	*Iron Age* *tribe* *Celts* *Julius Caesar* *expedition* *invasion* *empire* *emperor* *Claudius* *legion* *legionary* *conquest* *Roman rule* *resist* *ally* *Boudica* *Iceni* *rebellion* *revolt* *consequence*

New Seaham Academy - History Scheme of Work

Class 7 – Year 4/5

	Content	Objectives	Vocabulary
Autumn	**How did Roman rule change life in Britain?** *Learning about life in Roman Britain by exploring how roads, towns and Hadrian's Wall shaped the way people lived, travelled and traded. Pupils use evidence to compare homes and communities and explain why Romanisation affected people differently. They then evaluate the impact of Roman rule and explain what changed after it ended.*	*To explain how roads helped establish Roman control and changed travel and trade.* *To investigate how Roman towns changed life in Britain* *To use evidence to investigate communities around Hadrian's Wall* *To compare homes and explain why Romanisation affected people differently* *To explain how beliefs changed and continued in Roman Britain* *To evaluate the impact of Roman rule and explain what changed after it ended.*	*Roman rule* *road* *trade* *control* *town* *forum* *villa* *Hadrian's Wall* *fort* *frontier* *Romanisation* *native* *belief* *temple* *Christianity* *impact* *legacy* *evidence*
Spring	*What changed in Britain after the Anglo-Saxon invasion?* *Understanding how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England. Pupils explore the spread of Christianity, examine the impact of Viking raids and discover how Anglo-Saxon rule came to an end.*	*To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.* *To identify change and continuity in Iron Age and Anglo-Saxon settlements.* *To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.* *To identify how Christianity spread in Britain in the Anglo-Saxon period.* *To explore bias by evaluating sources about Alfred the Great.* *To evaluate how and why Anglo-Saxon rule ended.*	*Cause* *change (Y1)* *consequence* *continuity* *convert* *deduction* *evidence* *invasion* *kingdom* *missionary* *monastery* *primary source*

			secondary source *settlement*
Summer	*Were the Vikings raiders, traders or something else?* *Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain. Pupils develop their chronological understanding, investigate a range of historical sources, including oral histories, and use historical enquiry to consider whether the Vikings were raiders, traders or settlers.*	*To explain when and why the Vikings came to Britain.* *To evaluate ideas about the Vikings using sources.* *To understand the importance of Viking trade and trading routes.* *To compare different versions of Viking sagas.* *To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.* *To evaluate achievements of the Vikings.* *To recognise the contribution of wartime volunteers and soldiers by exploring different sources.*	*exchange* *trade route*

New Seaham Academy - History Scheme of Work

Class 8 – Year 5/6

	Content	Objectives	Vocabulary
Autumn	*Who were the Vikings and how did they change Britain?* *Learning about the Vikings by asking historically valid questions and exploring the causes and consequences of their raids, invasions and the payment of Danegeld. Pupils discover the significance of key figures such as Alfred the Great and Athelstan, the first King of England. They then explore why the death of Edward the Confessor in 1066 was so important.*	*To devise and ask historically valid questions about the Vikings* *To understand the causes and consequences of Viking raids, invasions, and the use of Danegeld.* *To explore the significance of key historical figures such as Alfred the Great and Athelstan, first King of England. (Two lessons - One each lesson)* *To understand the significance of Edward the Confessor and his death in 1066.*	*Viking* *Anglo-Saxon* *raid* *invasion* *Danegeld* *Danelaw* *kingdom* *king* *Alfred the Great* *Athelstan* *Edward the Confessor* *1066* *heir* *cause* *consequence* *significance* *source* *enquiry*
Spring	*What was life like in Tudor England?* *Investigating Tudor England by exploring portraits, progresses and other historical sources to learn about the changing role of the monarchy. Pupils examine how Henry VIII and Elizabeth I used propaganda to shape public opinion and use Tudor inventories to discover what life was like for ordinary people.*	*To interpret sources to understand more about the character of Henry VIII.* *To explore why Henry VIII had many wives using secondary sources.* *To make deductions about power and punishment using a range of sources.* *To explore the use of propaganda by a Tudor monarch.* *To make deductions about people in Tudor England using inventories.* *To create an inventory for a person from the Tudor times.*	*bias* *democracy* *enslaved* *enslaver* *heir* *merchant* *occupation* *parliament* *perspective* *propaganda* *reliable* *society*

			sovereign *state* *tyrant*
Summer	*How did the achievements of the ancient Maya impact their society and beyond?* *Investigating the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life. Pupils use artefacts to make inferences, explore Maya settlements in the rainforest and discover the significance of beliefs and inventions to the Maya.*	*To understand how the rainforest influenced ancient Maya life.* *To make inferences about the ancient Maya from the remains of their cities.* *To describe the role of gods in ancient Maya life.* *To develop recording skills through exploration of ancient Maya inventions.* *To understand the importance of cacao to the ancient Maya.* *To evaluate historians' claims on the decline of the ancient Maya cities.*	*achievement* *afterlife* *ancient* *civilisation* *creation* *currency* *decline* *gods/goddesses* *historian* *ritual* *settlement* *trade*

New Seaham Academy - History Scheme of Work

Class 9 – Year 6

	Content	Objectives	Vocabulary
Autumn	**How did the Industrial Revolution and the British Empire change Britain?** *Learning about the expansion of the British Empire and its impact through a study of the Great Exhibition, using a range of sources to build informed responses. Pupils explore why people moved from the countryside to towns and what working conditions were like during the Industrial Revolution. They then discover what the "age of steam" meant and the importance of Henry Bessemer's steel in ships and industry.*	*To construct informed responses using a range of sources to understand the expansion of the British Empire.* *To understand the social and cultural impact of the British Empire through a study of the Great Exhibition.* *To use secondary sources to demonstrate a deep understanding of working conditions in the Industrial Revolution.* *To identify and give reasons for people living in rural areas moving to towns during the industrial revolution using historical events, situations and changes.* *To understand what is meant by "the age of steam" using appropriate historical terms.* *To understand the importance and impact of Henry Bessemer's invention of steel and its use in ships and industry.*	*British Empire* *colony* *expansion* *trade* *Great Exhibition* *Industrial Revolution* *factory* *working conditions* *rural* *urban* *migration* *steam engine* *age of steam* *railway* *Henry Bessemer* *steel* *industry* *impact*
Spring	*What was the impact of World War 2 on the people of Britain?* *Learning about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict. Pupils investigate how the war affected soldiers, civilians and migrants, using sources such as photographs, propaganda posters and oral histories to understand life during this period.*	*To identify the causes of World War 2 using a timeline.* *To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.* *To make inferences about the Blitz using photographs.* *To investigate evacuation experiences using oral and printed records.* *To investigate the impact of WW2 on women's lives using visual and written sources.* *To explore the lives of migrants after WW2 through podcasts, posters and photographs.*	*Advancement* *alliance* *cause* *conflict* *cultural exchange* *emigration* *evacuation* *immigration* *migration* *propaganda*

Summer	*What is the legacy of the ancient Greek civilisation?* *Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed. Pupils examine different historical sources to learn about democracy and discover the lasting legacy of the ancient Greeks through the Olympic Games, architecture, art and theatre.*	*To explain how geography influenced life in Ancient Greece.* *To investigate what the Greek gods reveal about life in Ancient Greece.* *To use secondary sources to compare life in Athens and Sparta.* *To explain how Athenian democracy has influenced modern democracy.* *To explain the significance and legacy of Ancient Greek philosophy.* *To evaluate the legacies of the ancient Greek civilisation.*	*citizen* *democracy* *legacy*