

History	Autumn	Spring	Summer
<p><b>Year 1</b></p>	<p>Children will learn about the life of Lewis Carroll, discussing past and present and their meaning. Understand that he isn't alive now - he was alive before their time. Discuss how the walrus in Mowbray Park was put there to remember Lewis Carroll and his visits to Sunderland and his story Alice in Wonderland.</p> <p>Children will use this knowledge to describe things that happened to themselves and other people in the past. To use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago. A very long time ago, before I was born. When my parents/ carers were young.</p> <p>During this term they will use books, videos, photographs, pictures and artefacts to find out about the past. They will be encouraged to talk, write and draw about things from the past with their open homework and their presentations.</p> <p>Children will move to learning about dinosaurs; how they lived, what the landscape was like, what they ate etc, understanding a basic timeline of when they lived. They will learn about the importance of Mary Anning and how she discovered fossils. Handle fossils and describe the features.</p>	<p>Children will discuss memories from when the children were little. Discuss how these memories would create a timeline. Children draw and explain differences from their early years to now. Then think about the future and what differences there will be when they are older.</p> <p>They will understand the concept of old and new. Comparing and contrasting whilst looking at old and new transport and toys. Talking about how both transport and toys have changed through the ages.</p> <p>The children will look at calendars and talk about dates, days, weeks, months and years.</p> <p>Children will Learn about Mary Seacole and her significance, linking to black history and how the past changes the present.</p>	<p>Children learn about the life of Florence Nightingale. To help children recall facts, they will do a piece of extended writing, explaining what they have learned about Florence Nightingale and why she was so famous.</p> <p>Children use a timeline to order significant events in the life of Florence Nightingale and then compare Victorian and modern-day hospitals.</p> <p>They will use their knowledge to compare the life of Florence Nightingale with that of Mary Seacole. What are the similarities? What are the differences?</p>

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<p><b>Year 2</b></p>	<p>Children will look at photos of local area such as old Roker park and how it has changed into a housing estate. Shops in local area e.g. Roker Ave and how they have changed over time. Look at the new supermarket and how it has changed the area. Positive and negative impacts.</p> <p>Year two will understand different ways the past is represented, using books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums and the internet to find out about the past.</p> <p>Children will write questions about school and what they would like to find out. When was it built? Talk about how old the school is now and use resources to try to find the answers.</p> <p>They will create a timeline for when school opened to when they were born and then now.</p>	<p>Children will study the story of Grace Darling. They will visit Souter lighthouse and link this with the visit to the RNLI and her influence after the events of that time.</p> <p>Children will look at the evidence to give and explain why people in the past may have acted in the way they did.</p> <p>In their writing they will recount the main events from Grace Darling's life.</p>	<p>Children will investigate how we fight fires today compared with how fires were fought in the 17<sup>th</sup> century. Generate questions about the Great Fire of London, research the answers and finally write reports for a class newspaper 'Great Fire' special edition.</p> <p>Children will understand how the Great Fire of London started, spread and what the results were. Finally, think about our own fire safety, before creating a poster</p> <p>They will find out about the famous diarists Samuel Pepys and John Evelyn comparing the two.</p> <p>Children will learn about the food eaten at the time and contrast the diet of the rich and poor. Compare and contrast contemporary and period recipes and produce them for the end of topic exhibition.</p>

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<p><b>Year 3</b></p>	<p>Children will look at the history of chocolate. Discussing how it was used and served in the past.</p> <p>They will place these on timelines and discuss if the events were decades ago (e.g. the invention of a particular chocolate bar) or centuries (commercial selling of branded chocolate, drinking of chocolate by Incas)</p> <p>Children will look at the history of chocolate. Discussing how it was used and served in the past.</p> <p>They will place these on timelines and discuss if the events were decades ago (e.g. the invention of a particular chocolate bar) or centuries (commercial selling of branded chocolate, drinking of chocolate by Incas)</p>	<p>Children will investigate the changes from the stone to the bronze age. Discussing the features of each age (housing/farming/weapons) and the changes that occurred. They will plot the developments on timelines.</p> <p>Children will look at the life of Mary Anning and her main events of her life. Understanding why people acted the way they did. Discussing why she collected fossils and people's views of them at the time.</p> <p>Children will write a report about her life with important events in chronological order. They will explore how her discoveries were not attributed to her at the time and why.</p>	<p>Children will understand how past events affect lives today, Looking at old maps of the riverside area and compare to today (where were the features being looked at, include Stadium and pit in this).</p> <p>They will collect, collate and discuss information from parents/grandparents about their jobs, how have these changed over the years and why?</p> <p>Children will interpret the past through role play and hot seating, learning about the historical figure of Dian Fossey. Discussing how her influence led to Fossey foundation and change in local attitudes to gorillas.</p>

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<p><b>Year 4</b></p>	<p>Children will understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and order significant events and dates on a timeline using the main milestones in history in the form of a timeline from Neolithic through to present day through the topics of local heritage and Vikings.</p> <p>Year four children will learn about Viking major events from Lindisfarne raid (8th June 793) up to Battle of Hastings. They will look at Viking vocabulary that have become part of modern English, understanding how the past affects the present.</p> <p>Children will learn about the introduction of the Christian church to the British Isles (Sources such as Bede and Alcuin) describing main changes in this period of history.</p> <p>Using evidence to describe what was important to people from the past, children in Year 4 will explore why the Vikings came to Britain, their lifestyles whilst understanding similarities and differences between people, events and artefacts studied.</p>	<p>Children will look at different versions of the same event in history, identifying why they might be so different. Exploring the effect of Roman occupation: Questioning if all agreed or disagreed with Boudica and the Iceni.</p> <p>Year four will examine the Roman Empire in 117 AD, Roman empire at its height. Questioning what kind of life different romans had for both the rich and the poor. Examining artefacts from both walks of life.</p> <p>Though-out the term children will use documents, printed sources (e.g. archive materials) the Internet, databases, pictures and photographs to build historical understanding.</p> <p>The children will be encouraged to ask questions about the social, religious, political and cultural history of Ancient Rome and independently follow up research to find the answers.</p>	<p>Year 4 will use evidence to describe what was important to people from the past. Through independent research will build an accurate picture of the past. Using key vocabulary such as primary, secondary sources, eye witness account, version, era, historical argument and point of view.</p> <p>Children will be given the opportunity to communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play linked to the class novel.</p>



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<p><b>Year 5</b></p>	<p>Children will independently study the time line of ship yards and decide on the key times in this period. Ordering significant events, movements and dates on their own timeline. Writing a Non-chronological report.</p> <p>Children will understand key historical events of the shipyards on Sunderland that changed today's society. Looking at Sunderland as the city it is today and how the shipyards made this happen. Using historical documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts and historic buildings.</p> <p>Sunderland was once claimed to be the largest ship building town in the world. Children to research Thomas Menvill and the growth of the ship yards for their open homework and class presentations. Looking at any relatives which might have worked there and their recounts.</p> <p>Children will move to WW2 and discuss if every fact/opinion we find are reliable? Why not? How can we tell if reliable? They will explore propaganda and why it occurred.</p>	<p>Children will research the space race, making a timeline, pulling out key facts from independent reach and explanation why important and had impact on the historical journey and shaped today.</p> <p>Children will learn about the key historical figures of Neil Armstrong and Buzz Aldrin. Using the book Reach for the Moon by Buzz Aldrin and write a biography of his life.</p> <p>Children will communicate ideas about the history of space exploration, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>They will plan and present a self-directed project or research about the studied period, looking at the work of Nicolaus Copernicus and Galileo Galilei, comparing and contrasting.</p>	<p>Children in Year Five will investigate life within ancient Greece. Exploring who the Ancient Greeks were, understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>The children will discuss other civilisations that were happening at the same time exploring how they compare. Investigating the term "empire" and answering the question, can we think of any other empires? The children will explore h Ancient Greece changed and grew. Studying Alexandra the Great.</p> <p>To help the children to understand key historical events that changed today's society we will compare Ancient Greece to modern Greece.</p> <p>Describing how historical events studied affect/ influence life today, Year Five will compare the Olympics and why we still have them today.</p>

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<p><b>Year 6</b></p>	<p>Children in Year six will place the Victorians on a timeline and consider what life was like for children in this period, comparing it to life as a child in present day.</p> <p>They will learn about Queen Victoria as a significant historical figure, explaining briefly who Victoria was and when she reigned. Children will be taught how to choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence.</p> <p>In understanding how the past affect/influence life today Year six will learn about Dr Barnardo and Lord Shaftesbury. Exploring how MPs set up many commissions to investigate the conditions of child labour and that many Acts were passed to protect children.</p> <p>Children within their local history topic will visit Lambton Estate, devising historically valid questions about change, cause, similarity and difference to ask whilst on the tour. Adapting their ideas and viewpoints as new information arises.</p> <p>During their open homework through their local history topic, children will communicate ideas using different genres of writing, drawing, diagrams, data-handling and using ICT. Finally presenting their self-directed project.</p>	<p>Children will investigate the Antarctic and explorers such as Scott. They will discuss how outcomes may have changed if significant events in history had not occurred or occurred differently.</p> <p>Children will give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>They will use independently resource documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts. Adapting their ideas and viewpoints as new information arises to make non-chronological reports.</p>	<p>SATs and Secondary transition</p> <p>Use of OS maps/orienteering Residential visit to Derwent Hill</p>