

Cockfield Primary School History Long Term Plan



Cockfield Primary School

Y1/Y2	Cycle A		
	Autumn 1	Spring 1	Summer 1
Y1/Y2	<p>How do I find out about me? (Changes within living memory)</p> <ol style="list-style-type: none"> 1. What is my history? 2. How can I find out more about me? 3. Who was here before me? What else was happening? 4. What did we learn from our interview? 5. What was school like 50 years ago? <p>Assessment – What is my history?</p> <p>NC REF: Changes within living memory.</p> <p>Focus: Chronology, knowledge of very recent past, use of common words, asking/answering simple questions.</p> <p>Key Vocabulary The past, clues, timeline, date, before, after, memory, photograph, story, source, interview</p>	<p>How have homes changed in Cockfield over time? (Continuity/Change Similarities & Differences)</p> <ol style="list-style-type: none"> 1. What were homes like before I was born? 2. How have houses and homes changed? (Internally) 3. What did Cockfield look like before I was born? 4. We're going on a history hunt, what will we find? (Heritage walk.) 5. What did we find out on our history hunt? <p>Assessment - How have homes changed in Cockfield over time?</p> <p>NC REF: Changes within living memory/ People and Places in locality.</p> <p>Focus: To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how Cockfield was different in the past.</p> <p>Key Vocabulary Chimney, window, post box, doors, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre War, Edwardian, Victorian, century, decade, technology, architecture, home, house, bungalow, flats</p>	<p>Why do we remember Captain Cook? (Significance/Causes & Consequences)</p> <ol style="list-style-type: none"> 1. Who is our Mystery Person? 2. What clues can we find out about Captain Cook? 3. What happened on board HMS Endeavour? 4. Why was Hawaii Cook's last journey? 5. How would a journey to Australia today compare to Captain Cook's journey? 6. Was Captain Cook a hero? <p>Assessment - Why do we remember Captain Cook?</p> <p>NC REF: Lives of significant individuals in the past locally.</p> <p>Focus: use of historical interpretations, chronology over a longer period, significant people in own locality.</p> <p>Key Vocabulary Continent, ocean, equator, explorer, voyage, Pacific Ocean, sailor, navigation, expedition, individual, effect, change, astronomer, botanist</p>

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Y1/Y2	Cycle B		
	Autumn 1	Spring 1	Summer 1
Y1/Y2	<p>Why is Durham cathedral special? (Significance, History on my doorstep)</p> <ol style="list-style-type: none"> How old is the cathedral and when was it built? How was the cathedral built? What was daily life like for a monk? Who was Saint Cuthbert and how do we know? What artefacts can you see at Durham Cathedral? What is it like to visit the cathedral today? <p>Assessment Why is Durham Cathedral special?</p> <p>NC REF: Special places in local area.</p> <p>Focus: Significant place/person in own locality, local visit.</p> <p>Key Vocabulary cathedral, century, long ago, memorial, monastery, monk, city, shrine, Christian, Bishop, artefact</p>	<p>Who took part in the Space Race? (Significant individuals)</p> <ol style="list-style-type: none"> Has man ever been to the moon? Who was Laika? Who was Yuri Gagarin? Why did the astronauts risk their lives going to the moon? Who were Neil Armstrong & Buzz Aldrin? What did they do on the moon? What was Tim Peake's ultimate week? <p>Assessment Why was the Apollo 11 moon landing so important?</p> <p>NC REF: Events beyond living memory significant globally and nationally (Not more than 100 years.)</p> <p>Focus: chronology over longer timeframe, comparing events, writing about significance.</p> <p>Key Vocabulary after, before, astronaut, evidence, famous, gather, launch, mission, space, Space Race, travel, tourist</p>	<p>How have holidays changed over time? (Changes within and beyond living memory)</p> <ol style="list-style-type: none"> What makes the perfect holiday? What were holidays like in the 1950s? How do we know what holidays were like 100 years ago? What did the Victorians do on holiday? What stands out about holidays from the past? <p>Assessment - Holidays – what has changed and stayed the same?</p> <p>NC REF: Changes within living memory and beyond.</p> <p>Focus: identifying and writing about change and its causes.</p> <p>Key Vocabulary seaside, coast, pier, amusement, arcade, promenade, railways, bathing machine, beach hut, souvenir, leisure, 1950s, Victorian</p>

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Y3/Y4	Cycle A		
	Autumn 1	Spring 1	Summer 1
<p>Y3/Y4</p>	<p>What was daily life like for the First Britons? (Stone Age to Iron Age)</p> <ol style="list-style-type: none"> 1. How did the First Britons hunt and gather food? 2. How did the First Britons communicate and record information? 3. What new inventions did the first Britons discover? 4. What did the first Briton's homes look like? 5. Where and what is Skara Brae? 6. How was the life of the first Britons different to our lives today? <p>Assessment: What was daily life like for the First Britons?</p> <p>NC REF: Changes in Britain Stone Age to Iron Age.</p> <p>Key Vocabulary Archaeologist, artefact, hunter-gatherer, Neolithic, BC, chronology, tribal, shelter, civilisation, settlement, prey, Palaeolithic, bronze, iron ore</p> <p>Focus: key features of an era, compare and contrast, chronology (sequence and duration), change over time, using artefacts as primary sources, awareness of representations</p>	<p>How have the Greeks shaped my world? (Ancient Greece life & achievements & their influence on western world)</p> <ol style="list-style-type: none"> 1. When were the Ancient Greeks powerful? 2. How do we know about the Ancient Greeks? 3. What was daily life like in Ancient Athens? 4. Who made the big decisions in Ancient Athens? 5/6. What new ideas did the Ancient Greeks have and why do we still use so many of them? 7. How well did the Ancient Greeks get on with their neighbours? 8. What was the most important legacy of the Ancient Greeks? <p>Assessment: How have the Greeks shaped my world?</p> <p>NC REF: Ancient Greece</p> <p>A study of Ancient Greek life and achievements and their influence on the western world</p> <p>Focus: chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy), use of primary sources, use of written interpretations</p> <p>Key Vocabulary Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite</p>	<p>What was daily life like in Roman Britain? (Daily Life in Roman Britain)</p> <ol style="list-style-type: none"> 1. When were the Romans in Britain and how do we know? 2. What was daily life like for ordinary people in Roman Britain? 3. What was life like in the home for a rich Roman? 4. What were the key features of Roman towns? 5. How did Romans have fun? 6. How do we know what Roman toilets were really like? <p>Assessment: What was daily life like in Roman Britain?</p> <p>NC REF: Daily Life in Roman Britain</p> <p>Focus: Key features of a global empire/chronology/similarity and difference of experience within the period/use of primary resources</p> <p>Key Vocabulary Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueducts</p>

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Y3/Y4	Cycle B		
	Autumn 1	Spring 1	Summer 1
Y3/Y4	<p>Who were Britain's first builders? (Stone Age to Iron Age)</p> <ol style="list-style-type: none"> 1. Who lived in Britain before me? 2. What do we know about the first people who lived on our islands? 3. What happened when Britain warmed up? (The Mesolithic 10,500 BC – 4000 BC) 4. What was so important about the Bronze Age? 5. Why was Stone Henge a special place? 6. What does the evidence at Maiden Castle show us? <p>Assessment: What objects would you include in a museum display about Britain's first people?</p> <p>NC REF Changes in Britain - Stone Age to Iron Age.</p> <p>Focus: Building and technology in earliest settlements, key features of an era, chronology (sequence and duration), change over time, using artefacts as primary sources, awareness of representations.</p> <p>Key Vocabulary Archaeologist, artefact, hunter-gatherer, Neolithic, BC, chronology, tribal, shelter, civilisation, settlement, prey, Palaeolithic, bronze, iron ore, Mesolithic</p>	<p>How do we know so much about the Ancient Egyptians? (Early civilisation-Ancient Egypt)</p> <ol style="list-style-type: none"> 1. Where and when did people start to build towns and cities? 2. What do we already know about the Ancient Egyptians? 3. How do we know so much about the Ancient Egyptians? 4. Why did the Egyptians build pyramids? 5. What was the most important item in a pyramid? 6. What did Howard Carter find? <p>Assessment: How do we know so much about the Ancient Egyptians</p> <p>NC REF Achievements of earliest civilisations - Ancient Egyptians</p> <p>Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p> <p>Key Vocabulary Settlement, city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile</p>	<p>Why did the Romans march through County Durham? (Invasion, settlement and local Roman history)</p> <ol style="list-style-type: none"> 1. Who were the Ancient Romans and Ancient Britons? 2. What happened in 55BC? 3. Can we be sure of what happened in 55BC? 4. What happened when the Romans finally conquered Britain? 5. What was so special about the Roman army? 6. Why did the Romans march through County Durham? <p>Assessment Why did the Romans march through Britain?</p> <p>NC REF: The Roman Empire and its impact on Britain / a local history study.</p> <p>Focus: key features of a Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)</p> <p>Key Vocabulary Empire, province, Julius Caesar, Emperor Claudius Baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple Invasion – legion, legionary, soldier, weapon, Eagle standard, chariot Ancient Rome Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse Civilisation Archaeology Roman North East – Binchester fort, Lanchester fort, Chester Le Street fort, vicus, Piercebridge Roman Fort, Dere Street Roman Road, Vindolanda, Housesteads, Chesters, Arbeia, Hadrian's Wall.</p>

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Y5/6	Cycle A		
	Autumn 1	Spring 1	Summer 1
<p>Y5/Y6</p>	<p>How did the Anglo Saxons change Britain? (Britain's settlement by Anglo-Saxons and Scots)</p> <ol style="list-style-type: none"> Why did the Romans leave Britain and what happened next? Who invaded Britain when the Romans left? Who was in charge in Anglo Saxon England? Was life hard on an Anglo Saxon farm? Who were the Anglo Saxon's enemies? How significant was Alfred the Great? <p>Assessment: How did the Anglo Saxons change Britain?</p> <p>NC REF: Britain's settlement by the Anglo Saxons and Scots.</p> <p>Focus: Key features of Anglo Saxon beliefs and culture, chronology (sequence and duration), consequences and significance, use of information texts and historian's interpretations.</p> <p>Key vocabulary Empire, legion, tribe, king, kingdom, churl, thane, bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindsifarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa's Dyke</p>	<p>Crime and Punishment – When was the best time to be a criminal? (Aspect or theme since 1066)</p> <ol style="list-style-type: none"> How were criminals punished 800 years ago, and how do we know? <i>(Story of the Fox & the Goose)</i> What does the legend of Robin Hood tell us about medieval justice? How did crimes and punishments change between 1500 and 1750? Why did punishments become so bloody in the 18th century? Why did so much change happen in the 19th century? Has the way we catch and punish criminals improved that much in the last 100 years? Do you think it is likely to get better or worse? <p>Assessment: When was the best time to be a criminal?</p> <p>NC REF: Aspect or theme since 1066</p> <p>Focus change continuity, turning points.</p> <p>Key vocabulary Crime, punishment, homicide, constable, trial combat, law and order, police, capital punishment, fines, whipping, public humiliation, imprisonment, Stocks/pillory, highwaymen, smuggling, poaching, execution</p>	<p>Local history study: Cockfield Fell (A local study)</p> <ol style="list-style-type: none"> What can we find in our village? (Heritage walk) What did we find in our village? (Back in class) How has our village changed? Who was Jeremiah Dixon and what was his town like? What was life like for mining children? Why was mining so important in County Durham? <p>Assessment: What is so special about Cockfield Fell?</p> <p>NC REF: Local history study.</p> <p>Focus: use of historical local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs.</p> <p>Key vocabulary architecture, feature, mine, miner, locality, community, lever, trapper, child worker, disaster, colliery, estates</p>

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Y5/6	Cycle B		
	Autumn 1	Spring 1	Summer 1
Y5/Y6	<p>Were the Vikings really vicious? (The Viking and Anglo Saxon struggle for England to 1066)</p> <ol style="list-style-type: none"> 1.What danger did Lindisfarne face? 2.What does Terry think in the Horrible Histories? 3.Who were the Vikings? 4.What do the primary resources tell me about the Vikings? 5.Do the sources back up Terry's view? 6.So was Terry right? Do all historians agree with Terry? 7.How will you represent the Vikings? <p>Assessment Were the Vikings really vicious?</p> <p>NC REF: The Viking and Anglo Saxon struggle for England to 1066.</p> <p>Focus: Chronology and key features, making a supported judgement, use of primary sources to test as interpretation.</p> <p>Key vocabulary Interpretation, representation, Primary source, Viking, raider, invasion, empire, civilisation, monarchy, kingdom, conquer, conflict, Scandinavia, longboat</p>	<p>Who was making history in faraway places around the year 1000? (A non-European society that provides contrasts with British history)</p> <ol style="list-style-type: none"> 1.Who has shaped our world's history? 2.Who was making history around the world in year 1000? 3.Who were the Mayans? 4.Who were the Mayans? (Following up the pupils' questions.) 5.What can we find out from the famous Mayan city? 6.How similar were the Mayan and the Anglo Saxons? 7.Why did the Mayans vanish? 8.What happened after Mayans civilisation 'disappeared?' <p>Assessment: Who was making history in faraway places around the year 1000?</p> <p>NC REF: A non-European society that provides contrasts with British history.</p> <p>Focus: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference in Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p> <p>Key Vocabulary pyramid, deity, Chichen Itza, hieroglyph, maize, sacrifice, Pok-a-tok, astronomy, stelae, belief, social civilisation ,conquistador</p>	<p>How did World War 1 change family life? (Local study/an aspect since 1066)</p> <ol style="list-style-type: none"> 1. When has Britain been under threat? 2. What's in a name? 3. What was life like for the Bradford brothers? 4. How did our families' world change in 1914? 5. How were the people in Cockfield involved in WW1? <p>Assessment: How should we remember Cockfield's involvement in WW1? (Memorial)</p> <p>NC REF: Local study/an aspect since 1066</p> <p>Focus: chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past</p> <p>Key Vocabulary Conflict, war, Durham, census, useful, utility, area, identify, source, consequences, memorial, chronology</p>

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