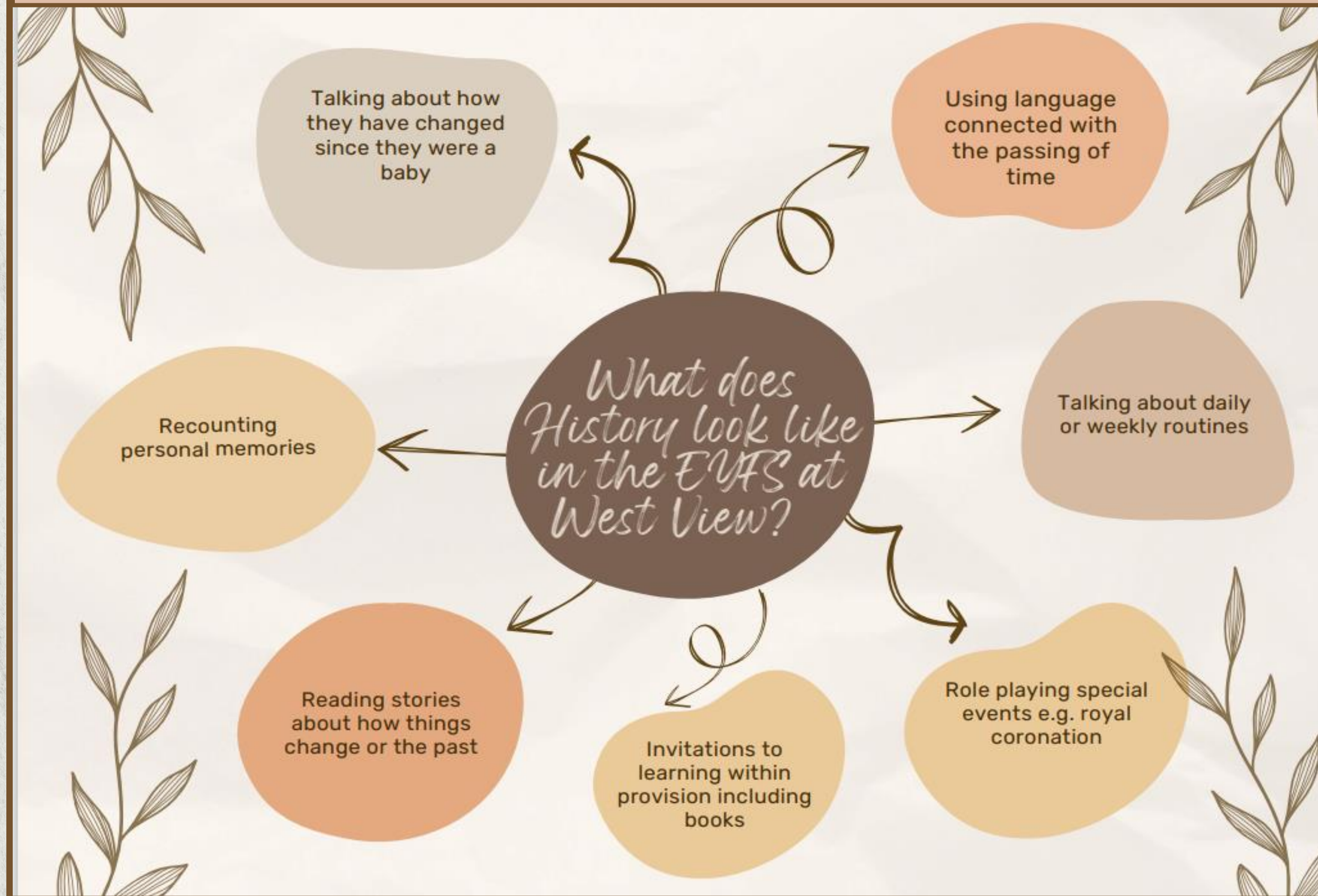




# West View's History Lesson Sequence

# EYFS



# Statutory Framework: Pre-Nursery

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

| Development Matters Statements                                                                                                                        | West View’s approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> | <ul style="list-style-type: none"><li>• Children have access to the outdoors by doing a Welly Walk each week. This begins to introduce children to the outdoor environment further than their play area. This goes on to extend to the local community as they progress through school.</li><li>• The Curiosity Approach follows a seasonal approach to the curriculum, and this is evident throughout play opportunities offered to the children. E.g. pumpkins and leaves for the children to explore indoors and outdoors in Autumn term.</li><li>• The children bake which also allows the children to explore materials with different properties.</li><li>• The children make their own playdough and add a variety of natural resources such as herbs and dried fruit.</li></ul> |

| Development Matters Statements                                                    | West View's approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explore and respond to different natural phenomena in their setting and on trips. | <ul style="list-style-type: none"><li>• Children have access to the outdoors through a Welly Walk each week. This begins to introduce children to the outdoor environment further than their play area. This goes on to extend to the local community as they progress through school.</li><li>• The outdoor environment is available as free flow every day which encourages children to explore natural materials outdoors e.g. grass, water, mud and puddles, banks and wildlife.</li><li>• Natural phenomena is also in the indoor environment.</li></ul> |
| Make connections between the features of their family and other families.         | <ul style="list-style-type: none"><li>• Throughout the building family is reflected.</li><li>• The children have a family wall where they can share pictures of their families.</li><li>• Throughout the setting other families are also reflected through activities, role play, resources and story.</li></ul>                                                                                                                                                                                                                                              |
| Notices differences between people.                                               | <ul style="list-style-type: none"><li>• Throughout the setting differences in people are also reflected through activities, role play, resources and story.</li><li>• The setting has a free flow approach to play which recognises differences likes and dislikes in the children.</li><li>• Staff interaction and understanding help the children to understand this and encourages recognition of own likes and dislikes and self-awareness.</li></ul>                                                                                                     |

# Statutory Framework: Nursery

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Development Matters Statements

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

## West View's approach

- Children are presented with a wide range of media and resources.
- Focus upon seasons including natural object play and loose parts.
- Children are encouraged to always engage in hands on exploration of natural materials both indoors and outdoors.
- Children can collect and explore varying materials with similar and / or different properties.
- Through interactions, adults can model a wide range of high quality vocabulary.

| Development Matters Statements                                                                                                                                                                                                            | West View's approach                                                                                                                                                                                                                                                                                        |
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| <p>Begin to make sense of their own life-story and family's history.</p>                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Children have a family board, where they can bring in pictures of their family for discussion, so as they can make sense of their own life story and history.</li></ul>                                                                                             |
| <p>Show interest in different occupations.</p>                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Career day</li><li>• Stories</li><li>• Invitations/provocations</li></ul>                                                                                                                                                                                           |
| <p>Explore how things work.</p>                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• Children have access to various technical resources and have access to various resources that encourage cause and effect and discovery of how things may work.</li><li>• Through free play children are able to discover and explore how things may work.</li></ul> |
| <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> | <ul style="list-style-type: none"><li>• Throughout various seasonal topics, children plant seeds and care for growing plants.</li></ul>                                                                                                                                                                     |

| Development Matters Statements                                                                                               | West View's approach                                                                                                                                                                                                                                                                                                                                       |
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| Explore and talk about different forces they can feel.                                                                       | <ul style="list-style-type: none"> <li>• Open ended resources are used throughout the nursery.</li> <li>• Range of ramps and loose parts are used.</li> </ul>                                                                                                                                                                                              |
| Talk about the differences between materials and changes they notice.                                                        | <ul style="list-style-type: none"> <li>• Children have a variety of messy play opportunities. Children make playdough, mix ingredients and bake. They also begin to talk about the differences between materials and changes they notice.</li> <li>• Other examples include making ice, and seeing the ice melt and playing outdoors in winter.</li> </ul> |
| Continue developing positive attitudes about the differences between people.                                                 | <ul style="list-style-type: none"> <li>• Through a range of books and media, children learn to develop positive attitudes about the differences in people.</li> <li>• Children are encouraged to talk to each other about themselves in small groups throughout the day.</li> </ul>                                                                        |
| Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <ul style="list-style-type: none"> <li>• Stories are shared daily.</li> <li>• Invitations/provocations are set up in the nursery.</li> </ul>                                                                                                                                                                                                               |

# Statutory Framework: Reception

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

| Development Matters Statements                              | West View’s approach                                                                                                                                                                                                                                |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Talk about members of their immediate family and community. | <ul style="list-style-type: none"><li>• Discussions around own family</li><li>• Family photo display in classroom</li><li>• Weekly Welly Walk.</li><li>• Range of books in provision</li><li>• Book of the week</li><li>• PSHE curriculum</li></ul> |

| Development Matters Statements                                                 | West View's approach                                                                                                                                                      |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name and describe people who are familiar to them.                             | <ul style="list-style-type: none"><li>• Opportunities to talk about familiar adults</li><li>• Weekly Welly Walks</li><li>• Talk about people who work in school</li></ul> |
| Comment on images of familiar situations in the past.                          | <ul style="list-style-type: none"><li>• Stories used throughout the school day</li><li>• Invitations/provocations set up in the classrooms</li></ul>                      |
| Compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"><li>• Stories during the school day</li><li>• Invitations/provocations in the classrooms</li></ul>                                      |

| Development Matters Statements                                                              | West View's approach                                                                                                                                                                                                 |
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| Draw information from a simple map.                                                         | <ul style="list-style-type: none"><li>• Maps both inside and outdoors</li><li>• Weekly Welly Walk</li><li>• Books used to teach map skills</li><li>• Invitations and provocations set up in the classroom</li></ul>  |
| Understand that some places are special to members of their community.                      | <ul style="list-style-type: none"><li>• Local church visits</li><li>• Welly Walks</li><li>• Different religions/cultures celebrated</li><li>• Books/stories used as a stimulus</li></ul>                             |
| Recognise that people have different beliefs and celebrate special times in different ways. | <ul style="list-style-type: none"><li>• Visits to church</li><li>• Different celebrations taught</li><li>• Invitations and provocations set up in the classroom</li><li>• Books/stories used as a stimulus</li></ul> |

| Development Matters Statements                                                                        | West View's approach                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Recognise some similarities and differences between life in this country and life in other countries. | <ul style="list-style-type: none"><li>• Books/stories used as a stimulus e.g. Handa's Surprise</li><li>• Invitations/provocations set up in the classroom</li><li>• Key vocabulary used</li><li>• Images/media clips used to support learning</li></ul>                                                                                                                                                                       |
| Explore the natural world around them.                                                                | <ul style="list-style-type: none"><li>• Free flow access to the outdoors</li><li>• Wetsuits and wellies available for all children</li><li>• Independence encouraged</li><li>• Weekly Welly Walks</li><li>• Forest with West View Project</li><li>• Children involved with looking after the environment</li><li>• Poems/rhymes used daily</li><li>• Real flowers in the provision</li><li>• Planting seeds/flowers</li></ul> |
| Describe what they see, hear and feel whilst outside.                                                 | <ul style="list-style-type: none"><li>• Free flow access to the outdoors</li><li>• Children encouraged to manage own risks</li><li>• School rules to keep safe</li><li>• Planting flowers</li></ul>                                                                                                                                                                                                                           |

| Development Matters Statements                                                  | West View's approach                                                                                                                                                                                                                                                                                                                  |
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| Recognise some environments that are different from the one in which they live. | <ul style="list-style-type: none"><li>• Invitations to learning set up in classrooms</li><li>• Range of contrasting environments taught</li><li>• Fiction/non-fiction texts used in story times and in provision</li></ul>                                                                                                            |
| Understand the effect of changing seasons on the natural world around them.     | <ul style="list-style-type: none"><li>• Planning follows the four seasons</li><li>• Outdoor environment accessible in all weather</li><li>• Texts linked to seasons and planning</li><li>• Book of the week</li><li>• Fiction, non-fiction and poems covered throughout the year</li><li>• Free flow access to the outdoors</li></ul> |

# Early Learning Goal

**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps. Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explaining some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps.

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Knows some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons changing and states of matter.

Year 1

|                                               | Topic 1 – Schools in the past (Victorian Period)                                                                                                                                                                                                                                                                   | Topic 2 – Transport                                                                                                                                                                                                                                                                                                                                                                                                            | Topic 3 – Hartlepool Mascot (Monkey)                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enquiry Question<br>(local area study in red) | How was school different during the Victorian period?                                                                                                                                                                                                                                                              | How has transport changed over time since the first aeroplane flight?                                                                                                                                                                                                                                                                                                                                                          | What does the Hartlepool monkey mascot mean to us?                                                                                                                                                                                                                                                                                |
| Lesson Sequence                               | <ul style="list-style-type: none"><li>What were schools like in the Victorian times?</li><li>What was life like for a child in a Victorian school?</li><li>Can you describe a Victorian classroom?</li><li>How has WVPS changed during time?</li><li>How are schools different from the past to present?</li></ul> | <ul style="list-style-type: none"><li>How has transport changed?</li><li>What was used for early travel (i.e. Viking longboats etc..)</li><li>What are the key turning points in the history of cars?</li><li>Who was George Stephenson and what impact did he have on trains?</li><li>What is the history of aviation and flights?</li><li>How does travel and transport compare over the past, present and future?</li></ul> | <ul style="list-style-type: none"><li>Why are Hartlepool people known as ‘monkey hangers’?</li><li>What is the legend of the monkey?</li><li>How did Hartlepool get its name?</li><li>How has the local area changed over time? (Headland, Seaton, West View)</li><li>How has employment changed throughout Hartlepool?</li></ul> |
| Longitudinal Study                            |                                                                                                                                                                                                                                                                                                                    | How has transport changed in the last 100 years?                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                   |
| Concrete Experiences                          | <ul style="list-style-type: none"><li>Beamish Museum – ‘Life in the infant classroom’.</li><li>Preston Park Museum – ‘Victorian School Day’ workshop (not specific to WVPS but a good historical experience and linked to schools in the past)</li></ul>                                                           | <ul style="list-style-type: none"><li>Locomotion – Shildon. National railway museum – look at how trains have changed over time.</li><li>Head of Steam Railway Museum in Darlington.</li><li>North Sea, Land and Air Museum – Sunderland. See a variety of forms of transport.</li><li>Hartlepool marina</li></ul>                                                                                                             | <ul style="list-style-type: none"><li>Visit Hartlepool Headland and Seaton Carew</li><li>Visit Hartlepool Museum for details of life in Hartlepool in the past</li></ul>                                                                                                                                                          |

Year 2

|                                               | Topic 1 – Women                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Topic 2 – Gunpowder Plot, Plague, Great Fire of London                                                                                                                                                                                                                                                                                                          | Topic 3 – Hartlepool was a busy port                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enquiry Question<br>(local area study in red) | How have women in history impacted on our lives today?<br>What is their legacy?                                                                                                                                                                                                                                                                                                                                                                                                                 | What was life like during the Gunpowder Plot, Plague and the Great fire of London?                                                                                                                                                                                                                                                                              | Why was Hartlepool once one of the busiest ports in the UK?                                                                                                                                                                                                                                                                                                                           |
| Lesson Sequence                               | <ul style="list-style-type: none"><li>Who was Florence Nightingale and what did she do?</li><li>Who was Mary Seacole and what did she do?</li><li>Who was Edith Cavell and what did she do?</li><li>How have women impacted on the history of nursing?</li><li>What impact have women had on our lives today?</li><li>What has contributed to the changes? (Beatrix Potter, Rosa Parks)</li><li>Who are the wonder women of today?</li><li>What legacy have women left from the past?</li></ul> | <ul style="list-style-type: none"><li>What was the Gunpowder Plot?</li><li>Who was Guy Fawkes?</li><li>How do we remember the incident today?</li><li>What was the Great Plague?</li><li>How do we know about the Great Plague? (Samuel Pepys)</li><li>What was the Great fire of London?</li><li>What impact did the events of 1600's have on today?</li></ul> | <ul style="list-style-type: none"><li>Who was Ralph Ward Jackson and how did he contribute towards Hartlepool's busy ports?</li><li>What were Hartlepool's ports used for in the 1800? How were they successful?</li><li>Who was Sir William Gray and why was he important?</li><li>How does Hartlepool use its port today?</li><li>What is the history of the Trincomalee?</li></ul> |
| Longitudinal Study                            | How have significant women in history impacted our lives today?<br><br>(including the impact of their achievements nationally & globally)                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Concrete Experiences                          | <ul style="list-style-type: none"><li>Bowes museum</li><li>The Drama Hut (in school Florence Nightingale experience)</li></ul>                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>Learning workshops</li><li>Fire station</li><li>Bakers shop</li><li>Firework displays</li></ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>Children to visit the marina and the Trincomalee</li></ul>                                                                                                                                                                                                                                                                                      |

Year 3

|                                               | Topic 1 – Ancient Egyptians                                                                                                                                                                                                                                                                                                                                                                                                                               | Topic 2 – Archaeological remains of Pompeii                                                                                                                                                                                                                                                              | Topic 3 – Stone Age to Iron Age                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enquiry Question<br>(local area study in red) | How have the Ancient Egyptians influenced our lives today?                                                                                                                                                                                                                                                                                                                                                                                                | What can we learn about the past from the archaeological remains of Pompeii?<br><br><b><i>**Runs alongside Geography topic tremors</i></b>                                                                                                                                                               | How and why did homes and settlements change from the Stone Age to the Iron Age?<br>Where in Hartlepool did they settle?                                                                                                                                                                                                         |
| Lesson Sequence                               | <ul style="list-style-type: none"><li>Who were the Ancient Egyptians and what did they do?</li><li>Why was the river Nile an important part of Ancient Egyptian life?</li><li>Who was Tutankhamun and how was he discovered?</li><li>Why were gods important to the Ancient Egyptians?</li><li>What was mummification?</li><li>How have hieroglyphics helped with communication?</li><li>How has life changed since the Ancient Egyptian times?</li></ul> | <ul style="list-style-type: none"><li>What events led to the city of Pompeii being devastated?</li><li>What has been discovered about the city of Pompeii?</li><li>How has archeology impacted on the discovery?</li><li>What new discovery's came from the archaeological remains of Pompeii?</li></ul> | <ul style="list-style-type: none"><li>When was the Stone Age?</li><li>How were homes similar and different from Stone Age Britain to the Iron Age?</li><li>What did the Stone Age people eat? How did they find food?</li><li>Why was Skara Brae significant?</li><li>What can Stonehenge tell us about the Stone Age?</li></ul> |
| Longitudinal Study                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                          | How have homes changed throughout the Stone/Bronze and Iron Ages?<br><br>Starting locally – what did Hartlepool look like in these times? i.e. Cacote Settlement.                                                                                                                                                                |
| Concrete Experiences                          | <ul style="list-style-type: none"><li>Egyptologist deliver a workshop in school.</li><li>Great North Museum – Newcastle – Egyptian exhibition</li></ul>                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>3D/4D experience of volcanic eruptions</li><li>Tees mouth field centre – Links to rocks and investigating igneous rocks</li></ul>                                                                                                                                  | <ul style="list-style-type: none"><li>Local Historian demonstration – from local museum</li><li>Visits to local museums-to look at artefacts</li><li>Beach visits to find rocks from that era (i.e. flint) to enable a discussion.</li><li>Tees mouth Field centre – fossils</li></ul>                                           |

Year 4

|                                               | Topic 1 – Romans                                                                                                                                                                                                                                                 | Topic 2 – Anglo-Saxons                                                                                                                                                                                                                                                                                                           | Topic 3 – Vikings                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enquiry Question<br>(local area study in red) | What impact did the Romans have on Britain?                                                                                                                                                                                                                      | What evidence remains of Anglo – Saxon settlers in Hartlepool and what can we learn from it?                                                                                                                                                                                                                                     | Was is better to live in an Anglo-Saxon or Viking society?                                                                                                                                                                                                                                               |
| Lesson Sequence                               | <ul style="list-style-type: none"><li>Who were the Romans?</li><li>What did they do for us?</li><li>How did Britain become part of the Roman empire?</li><li>Who was Boudica and what did she do?</li><li>What is Hadrian's wall and why was it built?</li></ul> | <ul style="list-style-type: none"><li>Why, where and when did the Anglo-Saxons invade?</li><li>How have the Anglo – Saxons influenced Britain and Hartlepool?</li><li>What were Anglo – Saxon villages like?</li><li>What jobs did the Anglo-Saxons do?</li><li>What were the Anglo – Saxon religious beliefs?</li></ul>         | <ul style="list-style-type: none"><li>Why, where and when did the Vikings invade Britain?</li><li>Compare the significance between the Anglo – Saxons and the Vikings.</li><li>What are the key aspects of Viking life?</li><li>What was the battle of Hastings and how did it impact Britain?</li></ul> |
| Longitudinal Study                            |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                  | How have weapons and armies changed from Roman , Anglo Saxon and Viking times?                                                                                                                                                                                                                           |
| Concrete Experiences                          | <ul style="list-style-type: none"><li>Historian workshops – Specialised.</li><li>Hadrian's wall</li><li>Arbeia Roman fort</li></ul>                                                                                                                              | <ul style="list-style-type: none"><li>Anglo Saxon external specialist:<ul style="list-style-type: none"><li>-Dressing up</li><li>-Weapons</li><li>-Designing and making a shield</li><li>-Anglo Saxon writing</li><li>-Anglo Saxon games</li><li>-Historical artefacts</li></ul></li><li>English Heritage – North East</li></ul> | <ul style="list-style-type: none"><li>Viking experience – Preston Park Museum</li><li>Jorvik Viking centre-York</li><li>Reach out Education workshops</li><li>Portals to the past school history workshops</li><li>Historical interpretations – hands on history workshops.</li></ul>                    |

Year 5

|                                               | Topic 1 – Monarchy                                                                                                                                                                                                                                                                             | Topic 2 – Significant Buildings                                                                                                                                                                                                                                                                  | Topic 3 – Ancient Greeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enquiry Question<br>(local area study in red) | How has the power of the British Monarchy changed from 1066 to today?                                                                                                                                                                                                                          | How has the use of significant buildings around Hartlepool changed over time?                                                                                                                                                                                                                    | What was it like to be an Ancient Greek?<br>What did they do for us?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Lesson Sequence                               | <ul style="list-style-type: none"><li>What is the British Monarchy?</li><li>Significant monarchs (Henry VIII, Queen Victoria, Queen Elizabeth)</li><li>What is the commonwealth?</li><li>How has the power of the Monarchy changed?</li><li>What is the British Monarchy like today?</li></ul> | <ul style="list-style-type: none"><li>How has Hartlepool changed over time?</li><li>Which buildings within Hartlepool are significant?</li><li>Why have some historical buildings in Hartlepool gone to rack and ruin?</li><li>How have local architects helped to develop Hartlepool?</li></ul> | <ul style="list-style-type: none"><li>Who were the Ancient Greeks?</li><li>What was daily life like in Ancient Greece?</li><li>Who was Alexander the Great and what impact did he have on Ancient Greece?</li><li>Why are Athens and Sparta important to the Ancient Greeks?</li><li>Where did the Olympics originate?</li><li>What impact did the Ancient Greeks have on the Olympics and how is their legacy still seen today?</li><li>Why did the Ancient Greeks look up to gods and goddesses and who were they?</li><li>What was the Trojan War?</li></ul> |
| Longitudinal Study                            | How has the role of the British Monarchy changed from Anglo Saxon times through to today?                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Concrete Experiences                          | <ul style="list-style-type: none"><li>Trip further afield, London, Buckingham palace.</li><li>Past Productions – History specialists</li></ul>                                                                                                                                                 | <ul style="list-style-type: none"><li>Local area walk</li><li>Visits– The Royal Navy Museum, Heugh Gun Battery museum , Wesley Chapel, Town Hall, Local churches.</li></ul>                                                                                                                      | <ul style="list-style-type: none"><li>Tees Barrage – Archimedes screw</li><li>Local Museums – Preston Park</li><li>Workshops – customised from local historians.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                      |

Year 6

|                                               | Topic 1 – WW1 & WW2                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Topic 2 – Crime and Punishment                                                                                                                                                                                                                                                                                                                                              | Topic 3 – Maya Civilisation                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enquiry Question<br>(local area study in red) | Why was the Battle of Britain a significant turning point in British history? How did this impact Hartlepool?                                                                                                                                                                                                                                                                                                                                                          | How has crime and punishment changed in Britain since the Dark Ages?                                                                                                                                                                                                                                                                                                        | How did Maya civilisation in AD 900 differ from Britain at that time?                                                                                                                                                                                                                                                                                                                  |
| Lesson Sequence                               | <ul style="list-style-type: none"><li>How did WWI start?</li><li>Why did soldiers join the army in WWI?</li><li>What was life like in the trenches?</li><li>How did WWI impact Hartlepool?</li><li>What was the Battle of the Somme?</li><li>How did WWI end?</li><li>What was the outbreak of WWII?</li><li>How did evacuation impact Britain’s children?</li><li>What was rationing?</li><li>How did the war impact women?</li><li>What was the Holocaust?</li></ul> | <ul style="list-style-type: none"><li>How did the Romans deal with crime and punishment?</li><li>What were the Anglo – Saxon laws and judgements?</li><li>How were crimes punished during the Tudor times?</li><li>How does crime and punishment compare through the ages?</li><li>How do modern methods of crime and punishment compare to the past experiences?</li></ul> | <ul style="list-style-type: none"><li>Who were the Maya?</li><li>What were the religious beliefs of Maya people?</li><li>How does the Maya number system work?</li><li>How did the Maya people create a civilisation?</li><li>How was the Maya writing system constructed? What are codices?</li><li>What foods were eaten by the Maya people and why were they significant?</li></ul> |
| Longitudinal Study                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How has law and order, prisons, punishments changed across the time periods studied from Y3–Y6?                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                        |
| Concrete Experiences                          | <ul style="list-style-type: none"><li>Eden Camp</li><li>Headland</li><li>Hartlepool Museum</li><li>War memorial</li><li>Beamish</li></ul>                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>Beamish – Police station</li><li>Preston Museum – Police station</li><li>Modern day Police station, courts, prison cells.</li></ul>                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Mayan Civilisation workshops</li><li>Cadbury world-Mayan civilisation</li></ul>                                                                                                                                                                                                                                                                  |