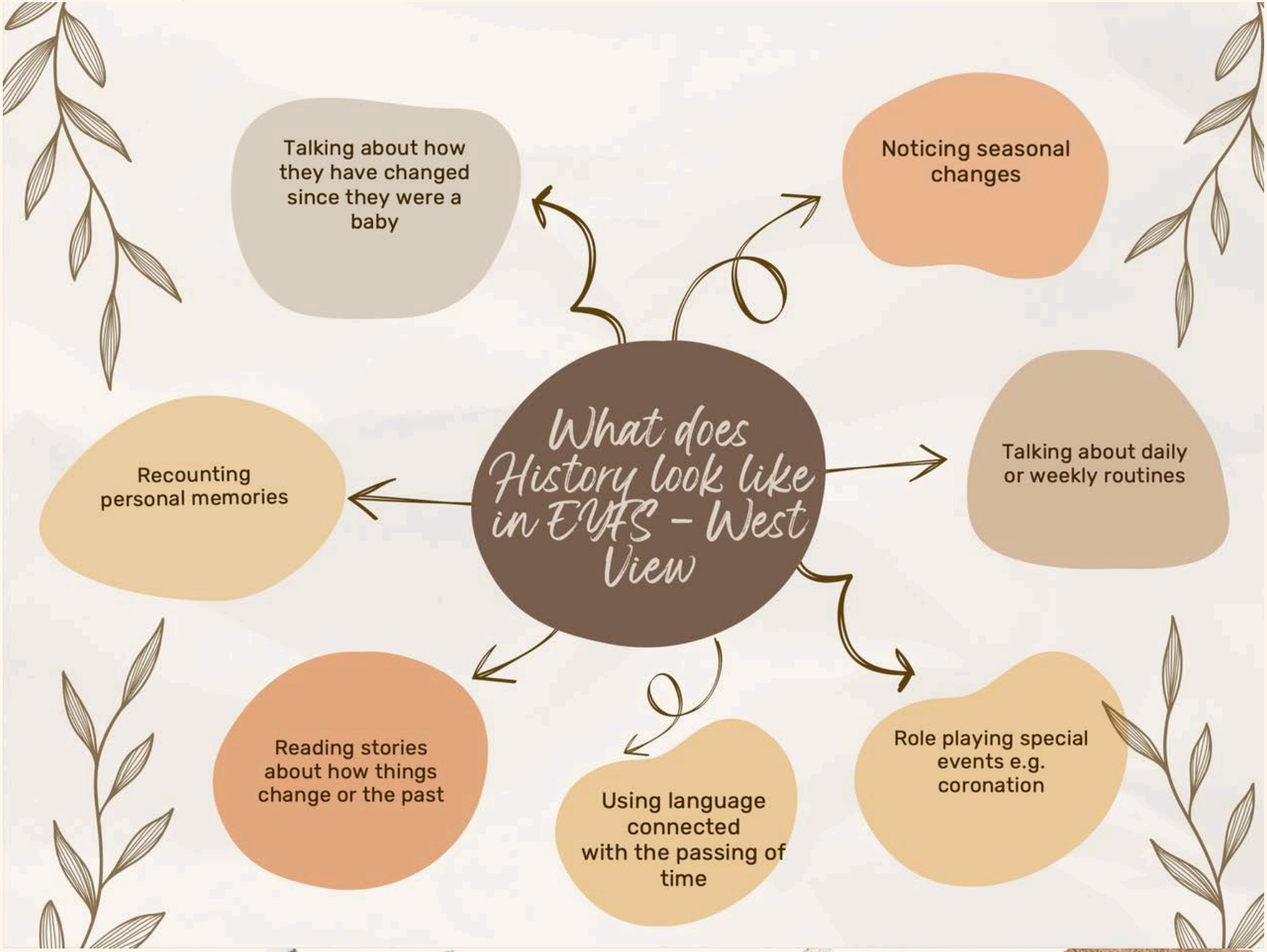
History Lesson Sequence


What does History look like in EYFS - West View
Talking about how they have changed since they were a baby
Noticing seasonal changes
Recounting personal memories
Talking about daily or weekly routines
Reading stories about how things change or the past
Using language connected with the passing of time
Role playing special events e.g. coronation

Local Area study in red

YEAR 1

	Topic 1 – Schools in the past (Victorian Period)	Topic 2 – Transport	Topic 3 – Hartlepool Mascot (Monkey)
Enquiry Question	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	• What were schools like in the Victorian times? • What was life like for a child in a Victorian school? • Can you describe a Victorian classroom? • How has WVPS changed during time? • How are schools different from the past to present?	• How has transport changed? • What was used for early travel (i.e. Viking longboats etc..) • What are the key turning points in the history of cars? • Who was George Stephenson and what impact did he have on trains? • What is the history of aviation and flights? • How does travel and transport compare over the past, present and future?	• Why are Hartlepool people known as 'monkey hangers'? • What is the legend of the monkey? • How did Hartlepool get its name? • How has the local area changed over time? (Headland, Seaton, West View) • How has employment changed throughout Hartlepool?
Longitudinal Study		How has transport changed in the last 100 years?	
Concrete Experiences	• Beamish Museum – 'Life in the infant classroom'. • Preston Park Museum – 'Victorian School Day' workshop (not specific to WVPS but a good historical experience and linked to schools in the past)	• Locomotion – Shildon. National railway museum – look at how trains have changed over time. • Head of Steam Railway Museum in Darlington. • North Sea, Land and Air Museum – Sunderland. See a variety of forms of transport. Hartlepool marina	• Visit Hartlepool Headland and Seaton Carew • Visit Hartlepool Museum for details of life in Hartlepool in the past

YEAR 1



Year 1- Topic 1- Schools in the past (Victorian Period)

Enquiry Question: How was school different during the Victorian Period?

Concrete Experiences:
Beamish Museum- 'Life in the infant classroom.'
Preston Park Museum- 'Victorian School day' workshop- not WVPS specific

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 What were schools like in the Victorian times?	• Only children of rich families went to school or were taught at home by a governess. • Poor children could not go to school as they did not earn money. • Victorian schools were very strict. • Children sat in rows and had to be very quiet. • Boys and girls were sometimes taught separately. • Children wrote on chalkboards, not paper	• **Chronology:** Learn when Victorian times were compared to now • **Sources of Evidence:** Look at pictures, objects, and stories from Victorian schools • **Interpretation:** Think about what life might have been like for children then • **Historical Significance:** Understand why Victorian schools are important to study	past blackboard chalk inkwell Memories photograph cane abacus pen and nib Victorian
2 What was life like for a child in a Victorian school?	• Victorian schools were strict and misbehaviour was punished with writing lines or wearing 'dunce' caps. • Children had to follow lots of rules. • If they were naughty, they could be punished. • They learned reading, writing, and maths. • There were no toys or fun lessons like today.	• **Cause and Consequence:** Explore how strict rules and different teaching styles affected children's experiences • **Similarity and Difference:** Compare what children did then and now • **Interpretation:** Discuss how children might have felt about school life in Victorian times	

YEAR 1



Civilisation Parliament Peasantry Empire Invasion Monarchy

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 Can you describe a Victorian classroom?	• The classroom had wooden desks and a chalkboard. • There were no computers or colourful displays. • The teacher stood at the front and told everyone what to do. • It was very plain and quiet inside.	• **Change and Continuity**: Identify what Victorian classrooms had and what is different or similar today • **Sources of Evidence:** Use images or artifacts to describe the classroom • **Similarity and Difference:** Notice classroom layouts and equipment differences	past blackboard chalk inkwell Memories photograph cane abacus pen and nib Victorian
4 How has WVPS changed during time?	• Some parts of our school building may still be the same as they were many years ago. • Our school has more colourful classrooms now. • We use computers, books, and smartboards. • Children learn through play and group work. • Our school is kinder and more fun than in the past.	• **Chronology:** Place changes to the school in order over time • **Change and Continuity:** Look at what has changed (buildings, technology) and what stayed the same (purpose of school) • **Historical Significance:** Understand why changes in the school matter for children today	
5 How are schools different from the past to present?	• Victorian classrooms used chalkboards and wooden desks, unlike the modern equipment we have today. • Children in Victorian times were often taught in silence and in rows, with boys and girls sometimes separated. • Our school has changed over time, with new buildings, technology, and more comfortable learning spaces.	• **Similarity and Difference:** Directly compare features of past and present schools (uniforms, subjects, classroom design) • **Change and Continuity:** Discuss what has stayed the same (learning, friendships) and what has changed (technology, discipline) • **Chronology:** Understand the concept of time passing and that school today is part of a longer story • **Interpretation:** Consider why people today might think school is better or worse than in the past	

YEAR 1

Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 1- Topic 2- Transport

Enquiry Question: How has transport changed over time since the first aeroplane flight?

Concrete Experiences:

- Locomotion – Shildon. National railway museum – look at how trains have changed over time.
- Head of Steam Railway Museum in Darlington.
- North Sea, Land and Air Museum – Sunderland. See a variety of forms of transport.
- Hartlepool marina

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 How has transport changed?	• In the past, people used simple forms of transport like walking, horses, and boats. • Over time, transport has become faster, safer, and more comfortable. • Modern transport uses engines and electricity, while early transport used wind, animals, or manpower. • Roads, railways, and airports have developed to help people travel longer distances.	• **Chronology:** Place different types of transport in order on a simple timeline (horse → train → car → plane) • **Change and Continuity:** Recognise that we still use transport but it looks and works differently now • **Sources of Evidence:** Use old pictures, models, or stories to learn about past transport • **Similarity and Difference:** Compare old and modern transport (e.g. steam train vs electric train)	transport journey invention artefact carriage steam engine technology horse and cart trade aeroplane George Stephenson Amelia Earhart
2 What was used for early travel (i.e. Viking longboats etc..)	• Early travellers used boats made of wood, like Viking longboats, which were powered by oars and sails. • People used horses and carts to carry goods and travel over land. • Boats and animal transport were slow and journeys took a long time. • People in the past often stayed close to home because travel was difficult and dangerous.	• **Chronology:** Understand that Viking longboats came long before modern ships or cars • **Historical Significance:** Learn that Viking boats were important for travel and trade • **Sources of Evidence**: Use drawings or reconstructions to learn how they looked and worked • **Similarity and Difference:** Compare how boats have changed over time	

YEAR 1



	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 What are the key turning points in the history of cars?	• The first cars were invented in the late 1800s and were powered by steam or petrol. • Early cars were slow, noisy, and looked very different from cars today. • Over time, cars became faster, safer, and easier to drive. • Today, many cars are electric and better for the environment. • Roads and traffic rules were introduced to help people drive safely.	• **Cause and Consequence:** Learn how inventions (e.g. the engine) helped cars to develop • **Change and Continuity:** Notice how cars have become faster, safer, and more eco-friendly • **Chronology:** Place car inventions in time order (e.g. first car → modern electric car) • **Sources of Evidence:** Use pictures, videos, or toys/models of old and new cars	transport journey invention artefact carriage steam engine technology horse and cart trade aeroplane George Stephenson Amelia Earhart
4 Who was George Stephenson and what impact did he have on trains?	• George Stephenson was an engineer who built the first successful steam-powered train, called the Rocket, in 1829. • He helped design railways that allowed people and goods to travel quickly over long distances. • His trains were much faster than horses or carts. • Because of him, trains became a popular and important way to travel during the Industrial Revolution. • He is known as the "Father of the Railways."	• **Historical Significance:** Understand that Stephenson helped create the first useful train • **Cause and Consequence:** See how his invention made travel and moving goods easier • **Chronology**: Learn where he fits on a timeline of transport history • **Sources of Evidence:** Use photos, diagrams, or real artefacts to learn about early trains	
5 What is the history of aviation and flights?	• The first successful flight was made by the Wright brothers in 1903. • Early planes were small, open, and made of wood and fabric. • Over time, planes became faster and could fly longer distances. • Today, planes can fly around the world and carry hundreds of passengers. • Airports and air travel have become an important part of modern transport.	• **Chronology:** Order flight milestones (e.g. Wright brothers → modern planes) • **Change and Continuity:** Understand how planes have changed shape, speed, and safety • **Historical Significance:** Know why the first flight was an important invention • **Sources of Evidence:** Explore images and videos of early and modern planes	

YEAR 1



	Substantive knowledge	Disciplinary Concepts	Key vocabulary
6 How does travel and transport compare over the past, present and future?	• In the past, travel was slow and often uncomfortable. • Today, we can travel quickly by car, train, or plane. • Transport in the future may include self-driving cars, electric planes, and space travel. • Technology has made transport faster, safer, and better for the environment. • We can compare transport by looking at how it looks, how fast it goes, and how it is powered (e.g. horse vs car vs electric vehicle).	• **Similarity and Difference:** Compare how we travelled in the past, how we travel now, and how we might travel in the future • **Change and Continuity:** Spot what has stayed the same (e.g. need to move people and goods) and what has changed • **Interpretation:** Think about how people in the past might view today's or future transport • **Chronology:** Review the full timeline of transport across the topic	transport journey invention artefact carriage steam engine technology horse and cart trade aeroplane George Stephenson Amelia Earhart

YEAR 1

Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 1- Topic 3- Hartlepool Mascot (Monkey)

Enquiry Question: What does the Hartlepool monkey mascot mean to us?

Concrete Experiences:

- Visit Hartlepool Headland and Seaton Carew
- Visit Hartlepool Museum for details of life in Hartlepool in the past

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 Why are Hartlepool people known as 'monkey hangers'?	• A long time ago, people in Hartlepool found a monkey from a ship. • They had never seen a monkey before. • They thought it might be a spy, so the story says they hanged it. • This is a funny legend, and now Hartlepool is known as the town of the "monkey hangers."	• **Interpretation:** Explore how different people tell the story differently – is it fact or legend? • **Historical Significance:** Understand that the story is well-known and part of Hartlepool's identity • **Sources of Evidence:** Use pictures, books or retellings to learn the story	crest mascot hart badge important figure historical opinion famous shipwrecked spy
2 What is the legend of the monkey?	• During a war, a ship crashed near Hartlepool. • A monkey dressed in clothes was the only one left alive. • The people thought it was an enemy soldier because it wore a uniform. • The story says they put the monkey on trial and hanged it. • It's a legend – this means it might not be true, but it's a famous story.	• **Interpretation:** Understand this is a legend – a story that may not be completely true • **Chronology:** Place the story in the past – it happened long ago during the Napoleonic Wars • **Historical Significance:** Recognise how the story helped create the town's mascot and football identity	

YEAR 1



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	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 How did Hartlepool get its name?	• Hartlepool means "Stag by the water" – "hart" is an old word for a male deer. • A long time ago, people lived near the sea and built a town there. • It was called Hartlepool because of the animals and the sea pools.	• **Chronology:** Learn that the name comes from Anglo-Saxon times and means 'Stag Pool' • **Sources of Evidence:** Use maps and historical references to explore name origins • **Historical Significance:** Understand that place names tell us about the past	crest mascot hart badge important figure historical opinion famous shipwrecked spy
4 How has the local area changed over time? (Headland, Seaton, West View)	• Long ago, most people lived at the Headland – it was the oldest part of the town. • There were fewer houses, and lots of fishermen lived there. • Now, there are new places to live like Seaton and West View. • There are more houses, shops, schools, and cars now.	• **Change and Continuity:** Compare old and new pictures to see what has changed and what has stayed the same • **Chronology:** Understand that the area has developed over a long time • **Sources of Evidence:** Use photos, maps, and local stories to explore change • **Similarity and Difference**: Compare how people lived then and now (houses, jobs, shops)	
5 How has employment changed throughout Hartlepool?	• In the past, many people worked on ships, fishing, or in the steel and coal industries. • Hartlepool had big docks where ships were built and repaired. • Now, people have lots of different jobs – like working in shops, schools, offices, or hospitals. • Some people still work at sea, but there are more choices today.	• **Cause and Consequence:** Learn how the growth of ports, shipbuilding, and factories brought new jobs • **Change and Continuity:** Notice how jobs from the past (like shipbuilders or fishermen) have changed or gone • **Chronology:** Place jobs in time order (e.g. fishing → shipbuilding → call centres/retail today) • **Sources of Evidence:** Use photographs, artefacts, or stories from older residents	

YEAR 2

Local Area study in red

	Topic 1 – Women	Topic 2 – Gunpowder Plot, Plague and the Great Fire of London	Topic 3- Hartlepool was a busy port
Enquiry Question	How have women in history impacted on our lives today? 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	• Who was Florence Nightingale and what did she do? • Who was Mary Seacole and what did she do? • Who was Edith Cavell and what did she do? • How have women impacted on the history of nursing? • What impact have women had on our lives today? • What has contributed to the changes? (Beatrix Potter, Rosa Parks) • Who are the wonder women of today? • What legacy have women left from the past?	• What was the Gunpowder Plot? • Who was Guy Fawkes? • How do we remember the incident today? • What was the Great Plague? • How do we know about the Great Plague? (Samuel Pepys) • What was the Great fire of London? • What impact did the events of 1600's have on today?	• Who was Ralph Ward Jackson and how did he contribute towards Hartlepool's busy ports? • What were Hartlepool's ports used for in the 1800? How were they successful? • Who was Sir William Gray and why was he important? • How does Hartlepool use its port today? • What is the history of the Trincomalee?
Longitudinal Study	• How have significant women in history impacted our lives today? • (including the impact of their achievements nationally & globally)		
Concrete Experiences	• Bowes museum • The Drama Hut (in school Florence Nightingale experience)	• Learning workshops • Fire station • Bakers shop • Firework displays	• Children to visit the marina and the Trincomalee

YEAR 2

Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 2- Topic 1- Women

Enquiry Question: How have women in history impacted on our lives today? What is their legacy?

Concrete Experiences:

- Bowes museum
- The Drama Hut (in school Florence Nightingale experience)

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 Who was Florence Nightingale and what did she do?	• Florence Nightingale was a nurse during the Crimean War. • She helped care for wounded soldiers and made hospitals cleaner. • She was called "The Lady with the Lamp" because she checked on soldiers at night. • She changed how hospitals were run and helped make nursing a proper job.	• **Historical Significance:** Understand why she is remembered – improved hospitals and nursing • **Cause and Consequence:** Her work led to cleaner hospitals and better care for soldiers • **Chronology:** Place her on a simple timeline (Victorian era)	achievement gymnast significant brave international women Historian Florence Nightingale Mary Seacole Suffragette
2 Who was Mary Seacole and what did she do?	• Mary Seacole was a nurse who helped soldiers in the Crimean War. • She was from Jamaica and travelled to help on her own. • She cared for sick and injured soldiers with medicine and kindness. • People didn't help her at first because of her skin colour, but she didn't give up.	• **Historical Significance:** Learn how she helped care for soldiers in the Crimean War • **Similarity and Difference:** Compare her life and work to Florence Nightingale's • **Interpretation:** Explore how she was forgotten for a long time and why she matters now	

YEAR 2



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	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 Who was Edith Cavell and what did she do?	• Edith Cavell was a nurse during World War I. • She helped soldiers who were hurt, even if they were from the enemy side. • She helped some soldiers escape from danger. • She was very brave and was killed for helping others.	• **Historical Significance:** Recognise her bravery in helping soldiers during WWI • **Cause and Consequence:** Her actions saved lives but led to her being captured and executed • **Chronology:** Place her on a timeline after Nightingale and Seacole (early 1900s)	achievement gymnast significant brave international women Historian Florence Nightingale Mary Seacole Suffragette
4 How have women impacted on the history of nursing?	• Women like Florence, Mary, and Edith helped to make nursing important. • They showed that nurses should care for all people kindly and safely. • Hospitals today are cleaner and better because of their work. • They inspired more women to become nurses and doctors.	• **Change and Continuity:** Learn how nursing changed from basic care to a respected profession • **Similarity and Difference:** Compare nursing in the past to now • **Historical Significance:** Recognise the role women played in shaping modern nursing	
5 What impact have women had on our lives today?	• Women in history helped make schools, hospitals, and laws better. • They fought for fairness and for girls to have the same chances as boys. • Because of them, girls today can go to school, work, and vote. • Their work helped change the world for everyone.	• **Cause and Consequence:** Their actions opened doors for women's rights, education, and jobs • **Change and Continuity:** See how life has changed for women (e.g. voting, careers) • **Historical Significance:** Acknowledge long-term impact of women in history	

YEAR 2



	Substantive knowledge	Disciplinary Concepts	Key vocabulary
6 What has contributed to the changes? (Beatrix Potter, Rosa Parks)	• Beatrix Potter wrote books and protected nature and animals. • She was one of the first women to publish children's books. • Rosa Parks said no to unfair rules on buses in America. • She helped people fight for equal rights for Black people.	• **Historical Significance:** Learn why these women are remembered – stories, bravery, rights • **Cause and Consequence:** Their choices inspired changes in society and fairness • **Interpretation:** Think about how their stories are told and remembered today	achievement gymnast significant brave international women Historian Florence Nightingale Mary Seacole Suffragette
7 Who are the wonder women of today?	• Today, women are doctors, scientists, athletes, leaders, and more. • Some help people by saving lives or making new inventions. • Some fight for fairness or protect the planet. • Wonder women today help make the world a better place.	• **Change and Continuity:** Explore how women today can achieve many things once seen as impossible • **Historical Significance:** Understand how the past helped create opportunities for women today • **Similarity and Difference:** Compare women's roles in the past and now	
8 What legacy have women left from the past?	• Their bravery, kindness, and hard work helped change unfair rules. • They made the world safer, fairer, and more equal. • Their stories help us learn how to be brave and help others. • We remember them today because their actions still matter.	• **Chronology:** Review the timeline of key women from the past to now • **Change and Continuity:** Look at how things have improved for women • **Historical Significance:** Reflect on how women's efforts helped shape today's world	

YEAR 2

Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 2- Topic 2- Gunpowder Plot, Plague and the Greqat Fire of London

Enquiry Question: What was life like during the Gunpowder Plot, Plague and the Great fire of London?

Concrete Experiences:

- Learning workshops
- Fire station
- Bakers shop
- Firework display

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 What was the Gunpowder Plot?	• The Gunpowder Plot happened in 1605. • A group of men wanted to blow up the Houses of Parliament. • They wanted to hurt King James I because they didn't agree with his rules. • The plot was stopped before it happened.	• **Chronology:** Place the Gunpowder Plot in **1605** on a timeline • **Cause and Consequence:** Understand why the plot happened (unfair treatment of Catholics) and what happened because of it • **Historical Significance:** Learn why we still remember this event every year (Bonfire Night) • **Sources of Evidence:** Look at paintings, letters or written accounts from the time	plague plot consequence impact danger encounter explosion memorial religion Parliament Guy Fawkes survive evidence plotters King James I treason Government
2 Who was Guy Fawkes?	• Guy Fawkes was one of the men in the Gunpowder Plot. • He was found hiding with barrels of gunpowder under Parliament. • He was arrested before he could light the gunpowder. • He became the most famous person from the plot.	• **Historical Significance**: Learn why Guy Fawkes is remembered today • **Interpretation:** Discuss how different people might view him – hero or villain? • **Chronology:** Place Guy Fawkes within the timeline of Stuart kings and the plot	

YEAR 2



Civilisation Parliament Peasantry Empire Invasion Monarchy

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 How do we remember the incident today?	• Every year on 5th November, we remember the Gunpowder Plot. • We light bonfires and watch fireworks. • Some people make a "Guy" to burn on the fire. • It's called Bonfire Night or Fireworks Night.	• **Change and Continuity:** Explore how Bonfire Night celebrations have stayed the same or changed over time • **Historical Significance:** Understand why we still celebrate the failure of the plot • **Sources of Evidence:** Use posters, photos, and videos of past and current Bonfire Night events	plague plot consequence impact danger encounter explosion memorial religion Parliament Guy Fawkes survive evidence plotters King James I treason Government
4 What was the Great Plague?	• The Great Plague happened in 1665 in London. • It was a deadly disease that made many people very sick. • People didn't know how to stop the plague. • Houses with sick people had a red cross painted on the door.	• **Cause and Consequence:** Discover how the plague spread and how people tried to stop it • **Chronology:** Place it in **1665** and compare to the Gunpowder Plot earlier in the century • **Similarity and Difference:** Compare health and medicine then to now • **Sources of Evidence:** Use drawings, maps and diary accounts (like from Samuel Pepys)	
5 How do we know about the Great Plague? (Samuel Pepys)	• A man named Samuel Pepys wrote about the plague in his diary. • He wrote what he saw and how people tried to stay safe. • His diary helps us understand what life was like during the plague. • It is an important historical source.	• **Sources of Evidence:** Learn that Pepys's diary is a primary source from the time • **Interpretation:** Discuss how his diary helps us understand what people saw and felt • **Chronology:** Place Pepys in the timeline alongside the plague and fire	

YEAR 2



Civilisation Parliament Peasantry Empire Invasion Monarchy

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
6 What was the Great fire of London?	• The Great Fire of London happened in 1666. • It started in a bakery on Pudding Lane. • The fire spread quickly because the houses were made of wood. • It burned for four days and destroyed much of London.	• **Chronology:** Place it in **1666**, just after the plague • **Cause and Consequence:** Understand how the fire started and what happened as a result (rebuilding the city, better planning) • **Similarity and Difference:** Compare firefighting then and now • **Sources of Evidence:** Use Pepys's diary, paintings, and reports	plague plot consequence impact danger encounter explosion memorial religion Parliament Guy Fawkes survive evidence plotters King James I treason Government
7 What impact did the events of 1600's have on today?	• After the fire, houses were built with brick to stop fires spreading. • Streets became wider and cleaner. • We still remember the Gunpowder Plot with fireworks. • People started learning more about medicine and hygiene after the plague. • Diaries and records from the 1600s help us understand the past today.	• **Change and Continuity:** Learn how these events changed how cities are built and how we handle illness and danger • **Historical Significance:** Recognise why these events are still remembered in school, celebrations, and city planning • **Chronology:** Review the order and connection between the Gunpowder Plot, Plague, and Fire	

YEAR 2



Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 2- Topic 3- Hartlepool was a busy port

Enquiry Question: Why was Hartlepool once one of the busiest ports in the UK?

Concrete Experiences:

- Children to visit the marina and the Trincomalee

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 Who was Ralph Ward Jackson and how did he contribute towards Hartlepool's busy ports?	• Ralph Ward Jackson helped to build West Hartlepool in the 1800s. • He opened new docks and railways to help move goods. • He made Hartlepool a busy place for shipping and trade. • He helped make the town grow bigger and richer.	• **Historical Significance:** Understand that Ralph Ward Jackson helped turn Hartlepool into a busy port town • **Cause and Consequence:** His decisions led to more jobs, buildings, and trade • **Chronology:** Place his life in the past (1800s) and sequence events around port development • **Sources of Evidence:** Use photos, statues, and local records to learn about his impact	Hartlepool port voyage coast navigate naval explorer travel ocean investigate
2 What were Hartlepool's ports used for in the 1800? How were they successful?	• Hartlepool's ports were used to send out coal, steel, and timber. • Ships came to the docks to buy and sell goods. • Many people had jobs building ships and loading boats. • The ports made Hartlepool a very busy and important town.	• **Cause and Consequence:** Learn that coal, ships, and goods being moved helped Hartlepool grow • **Change and Continuity**: Understand that ports were once extremely busy but have changed today • **Sources of Evidence:** Use maps, photos, and documents to explore what the port was used for	

YEAR 2



	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 Who was Sir William Gray and why was he important?	• Sir William Gray built many ships in Hartlepool. • He owned a shipyard that gave lots of people jobs. • His ships sailed all over the world. • He helped make Hartlepool famous for shipbuilding.	• **Historical Significance:** Recognise that Sir William Gray made Hartlepool famous for shipbuilding • **Chronology:** Place him in a timeline after Ralph Ward Jackson • **Sources of Evidence:** Use local museum records and shipyard photos to find out about his legacy	Hartlepool port voyage coast navigate naval explorer travel ocean investigate
4 How does Hartlepool use its port today?	• Today, Hartlepool's port is smaller but still used for fishing, wind farms, and deliveries. • Big ships bring goods and equipment to the docks. • The port also helps with building things for the offshore wind industry. • It is still an important part of Hartlepool.	• **Change and Continuity:** Compare how the port was used in the past and how it is used now (e.g. leisure, wind energy, fishing) • **Similarity and Difference:** Explore what has changed about jobs and transport at the port • **Sources of Evidence:** Use modern photos, interviews, or port websites for current use	
5 What is the history of the Trincomalee?	• The HMS Trincomalee is a very old wooden warship, built in 1817. • It was used by the Royal Navy and sailed to many countries. • It is the oldest warship still floating in Britain. • Now, it is in Hartlepool's Historic Quay and people visit it to learn about the past.	• **Chronology:** Learn when HMS Trincomalee was built and when it came to Hartlepool • **Historical Significance:** Understand why it is special and why it's kept as a historic ship • **Sources of Evidence:** Use visits, photos, or videos to explore its story • **Interpretation: T**hink about how we remember and present old ships to people today	

YEAR 3

Local Area study in red

	Topic 1 – Ancient Egyptians	Topic 2 – Archaeological remains of Pompeii	Topic 3-Strone Age to Iron Age
Enquiry Question	How have the Ancient Egyptians influenced our lives today?	What can we learn about the past from the archaeological remains of Pompeii? **Runs alongside Geography topic tremors	How and why did homes and settlements change from the Stone Age to the Iron Age? Where in Hartlepool did they settle?
Lesson Sequence	• Who were the Ancient Egyptians and what did they do? • Why was the river Nile an important part of Ancient Egyptian life? • Who was Tutankhamun and how was he discovered? • Why were gods important to the Ancient Egyptians? • What was mummification? • How have hieroglyphics helped with communication? • How has life changed since the Ancient Egyptian times?	• What events led to the city of Pompeii being devastated? • What has been discovered about the city of Pompeii? • How has archeology impacted on the discovery? • What new discovery's came from the archaeological remains of Pompeii?	• When was the Stone Age? • How were homes similar and different from Stone Age Britain to the Iron Age? • What did the Stone Age people eat? How did they find food? • Why was Skara Brae significant? • What can Stonehenge tell us about the Stone Age?
Longitudinal Study			• How have homes changed throughout the Stone/Bronze and Iron Ages? • Starting locally – what did Hartlepool look like in these times? i.e. Cacote Settlement.
Concrete Experiences	• Egyptologist deliver a workshop in school. • Great North Museum – Newcastle – Egyptian exhibition	• 3D/4D experience of volcanic eruptions • Tees mouth field centre – Links to rocks and investigating igneous rocks	• Local Historian demonstration – from local museum • Visits to local museums-to look at artefacts • Beach visits to find rocks from that era (i.e. flint) to enable a discussion. • Tees mouth Field centre - fossils

YEAR 3

Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 3- Topic 1- Ancient Egyptians

Enquiry Question: How have the Ancient Egyptians influenced our lives today?

Concrete Experiences:

- Egyptologist deliver a workshop in school.
- Great North Museum – Newcastle – Egyptian exhibition

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 Who were the Ancient Egyptians and what did they do?	• The Ancient Egyptians lived a long time ago, over 5,000 years ago. • They built pyramids, had pharaohs (kings and queens), and created one of the first civilisations. • They lived in North Africa, near the River Nile. • They were clever builders, farmers, artists, and writers.	• **Chronology:** Place Ancient Egypt on a timeline (over 3,000 years ago!) • **Historical Significance:** Understand why Ancient Egypt is still studied today • **Sources of Evidence:** Use artefacts, tombs, and pyramids to learn about their lives • **Interpretation:** Explore how we know what we know from different sources	artefact pharaoh papyrus mummification pyramid hieroglyphics Egypt sacrifice sources Nile ancient Tomb Tutankhamun
2 Why was the river Nile an important part of Ancient Egyptian life?	• The River Nile gave water to drink and grow food. • Every year it flooded, making the land good for farming. • People used it for travel and transport. • Without the Nile, people would not have been able to live in the desert.	• **Cause and Consequence:** The Nile helped crops grow, provided water, and made life possible • **Change and Continuity:** Understand that the Nile is still important today • **Historical Significance:** Learn how the river helped Egypt become powerful	

YEAR 3



Civilisation Parliament Peasantry Empire Invasion Monarchy

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 Who was Tutankhamun and how was he discovered?	• Tutankhamun was a young pharaoh who became king when he was a boy. • His tomb was found by Howard Carter in 1922. • It was full of treasures, and his body was inside a gold coffin. • It helped us learn more about life and death in Ancient Egypt.	• **Chronology**: Place Tutankhamun in the timeline of Egyptian pharaohs • **Sources of Evidence**: Explore what was found in his tomb • Interpretation: Understand how finding his tomb changed what we know about Ancient Egypt • **Historical Significance**: Know why he is remembered more than other pharaohs	• artefact • pharaoh • papyrus • mummification • pyramid • hieroglyphics • Egypt • sacrifice • sources • Nile • ancient • Tomb • Tutankhamun
4 Why were gods important to the Ancient Egyptians?	• The Ancient Egyptians believed in many gods and goddesses. • They thought gods controlled the sun, river, weather, and afterlife. • They prayed and made offerings to keep the gods happy. • Temples were built to worship gods like Ra (sun god) and Anubis (god of mummification).	• **Historical Significance:** Religion shaped every part of life in Ancient Egypt • **Similarity and Difference:** Compare Egyptian beliefs to modern beliefs • **Interpretation:** Learn how temples and stories show what people believed	
5 What was mummification?	• Mummification was how the Ancient Egyptians preserved dead bodies. • They believed it helped the person in the afterlife. • The body was washed, dried, and wrapped in bandages. • Mummies were placed in tombs with treasures and food.	• **Sources of Evidence:** Use artefacts, tomb paintings, and models to learn about the process • **Cause and Consequence:** Egyptians believed mummification helped people reach the afterlife • **Similarity and Difference:** Compare burial practices then and now	

YEAR 3



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	Substantive knowledge	Disciplinary Concepts	Key vocabulary
6 How have hieroglyphics helped with communication?	• Hieroglyphics were the Ancient Egyptian picture writing. • They wrote on walls, tombs, and papyrus (an early kind of paper). • The writing tells us about their lives, beliefs, and kings. • We learned how to read them when the Rosetta Stone was found.	• **Sources of Evidence:** Understand that writing on walls, scrolls, and tombs teaches us about the past • **Historical Significance:** Learn how the Rosetta Stone helped us understand hieroglyphics • **Change and Continuity:** Writing has changed over time, but we still use it to communicate	artefact pharaoh papyrus mummification pyramid hieroglyphics Egypt sacrifice sources Nile ancient Tomb Tutankhamun
7 How has life changed since the Ancient Egyptian times?	• We no longer build pyramids or use mummification. • We now use letters and phones, not hieroglyphics. • Modern farming and transport are very different. • But we still learn from the amazing things the Egyptians left behind.	• **Change and Continuity:** Compare homes, jobs, food, writing, and beliefs from then to now • **Similarity and Difference:** Spot what is the same (e.g. farming, families) and what is different • **Chronology:** Reflect on how long ago these changes began	

YEAR 3

Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 3- Topic 2- Archaeological remain of Pompeii

Enquiry Question: What can we learn about the past from the archaeological remains of Pompeii

Concrete Experiences:

- 3D/4D experience of volcanic eruptions
- Tees mouth field centre – Links to rocks and investigating igneous rock

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 What events led to the city of Pompeii being devastated?	• Pompeii was a Roman city near a volcano called Mount Vesuvius. • In 79 AD, the volcano erupted and covered the whole city in ash and rock. • People were surprised because the volcano had been quiet for a long time. • The city was buried very quickly, and many people could not escape.	• **Chronology:** Place the eruption of Mount Vesuvius in AD 79 on a timeline • **Cause and Consequence:** Understand that the volcano erupted and buried the city – and what happened because of it • **Historical Significance:** Learn why the disaster is remembered as an important event in history	archaeologist civilisation tragedy Pompeii destruction impact change evidence archaeology city structure
2 What has been discovered about the city of Pompeii?	• The city was buried for over 1,500 years. • When it was discovered, houses, streets, shops, and even bodies were found. • Everything was kept in place, like a time capsule. • We learned a lot about what Roman life was like from these discoveries.	• **Sources of Evidence:** Use the ruins, artefacts, and preserved buildings to find out how people lived • **Interpretation:** Explore what the remains tell us – different archaeologists may interpret things in different ways • **Similarity and Difference:** Compare homes, shops, and streets in Pompeii to those we have today	

YEAR 3



	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 How has archeology impacted on the discovery?	• Archaeologists are people who dig up and study the past. • They carefully uncovered the city of Pompeii using tools and science. • Their work helped us find out what Roman people ate, wore, and did every day. • Without archaeology, we would not know about life in Pompeii.	• **Sources of Evidence:** Learn what archaeologists do and how they uncover the past • **Historical Significance:** Understand that Pompeii helps us learn about Roman life • **Cause and Consequence:** Discover how new techniques have helped us learn even more	archaeologist civilisation tragedy Pompeii destruction impact change evidence archaeology city structure
4 What new discovery's came from the archaeological remains of Pompeii?	• People found mosaics, pots, paintings, and statues. • They discovered how Romans cooked, worked, and relaxed. • Plaster casts were made of the people and animals buried by ash. • These discoveries help us understand Roman homes, religion, and food.	• **Interpretation:** Discuss how new finds change our understanding of the past • **Change and Continuity:** Learn what life in Roman times was like – and how some things are still similar today • **Historical Significance:** Recognise that Pompeii gives us a snapshot of Roman life frozen in time	

YEAR 3



Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 3- Topic 2- Stone Age to Iron Age

Enquiry Question: How and why did homes and settlements change from the Stone Age to the Iron Age? Where in Hartlepool did they settle?

Concrete Experiences:

- Local Historian demonstration – from local museum
- Visits to local museums-to look at artefacts
- Beach visits to find rocks from that era (i.e. flint) to enable a discussion.
- Tees mouth Field centre - fossils

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 When was the Stone Age?	• The Stone Age started about 2.5 million years ago and ended around 2,000 BC. • It is called the Stone Age because people used stone tools and weapons. • It was a time before writing was invented. • The Stone Age came before the Bronze Age and the Iron Age.	• **Chronology:** Place the Stone Age, Bronze Age, and Iron Age on a timeline (know it was a long time ago!) • **Historical Significance:** Understand the Stone Age as the beginning of human history • **Change and Continuity:** Recognise how life started to change across these periods	Neolithic Mesolithic Paleolithic hunter gatherer tribal shelter Stonehenge Skara Brae agriculture settlement Prehistoric
2 How were homes similar and different from Stone Age Britain to the Iron Age?	• In the early Stone Age, people lived in caves or simple huts. • Later, they built roundhouses using wood, mud, and straw. • By the Iron Age, homes were stronger, often made in hillforts with fences for protection. • Homes became more organised as tools and building skills improved.	• Similarity and Difference: Compare how houses were built and lived in at different times • Change and Continuity: Notice how homes developed from caves to roundhouses • Sources of Evidence: Use images, reconstructions, or remains to understand how people lived	

YEAR 3



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	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 What did the Stone Age people eat? How did they find food?	• Early Stone Age people were hunter-gatherers. • They hunted animals and gathered berries, nuts, and plants. • Later, they started to farm and grow crops like wheat. • They also kept animals like sheep and cows for food.	• **Cause and Consequence:** Learn how hunting and farming shaped how people lived • **Similarity and Difference:** Compare Stone Age diets to our diets today • **Sources of Evidence:** Use cave drawings, bones, and tools to find out what people ate	Neolithic Mesolithic Paleolithic hunter gatherer tribal shelter Stonehenge Skara Brae agriculture settlement Prehistoric
4 Why was Skara Brae significant?	• Skara Brae is a Stone Age village in Scotland. • It was found buried in the ground and is very well preserved. • It shows us how people built homes, cooked, and lived during the Stone Age. • We know it is special because we can still see stone beds, cupboards, and fireplaces.	• **Historical Significance:** Learn that Skara Brae helps us understand how early people lived • **Sources of Evidence:** Use artefacts and site maps to investigate this ancient village • **Interpretation:** Talk about what archaeologists think life was like there	
5 What can Stonehenge tell us about the Stone Age?	• Stonehenge is a circle of huge stones built in the late Stone Age. • It shows that Stone Age people could build carefully and work together. • We think it was used for ceremonies or to mark the sun. • It tells us they were clever, had beliefs, and understood nature.	• **Historical Significance:** Understand that Stonehenge is a special and important place • **Interpretation:** Explore ideas about why it was built (no one knows for sure!) • **Sources of Evidence:** Use pictures and models to make observations about its purpose • **Chronology:** Know it was built near the end of the Stone Age and into the Bronze Age	

YEAR 4

Local Area study in red

	Topic 1 – Romans	Topic 2 – Angelo-Saxons	Topic 3-Vikings
Enquiry Question	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	• Who were the Romans? • What did they do for us? • How did Britain become part of the Roman empire? • Who was Boudica and what did she do? • What is Hadrian's wall and why was it built?	• Why, where and when did the Anglo-Saxons invade? • How have the Anglo – Saxons influenced Britain and Hartlepool? • What were Anglo – Saxon villages like? • What jobs did the Anglo-Saxons do? • What were the Anglo – Saxon religious beliefs?	• Why, where and when did the Vikings invade Britain? • Compare the significance between the Anglo – Saxons and the Vikings. • What are the key aspects of Viking life? • What was the battle of Hastings and how did it impact Britain?
Longitudinal Study			• How have weapons and armies changed from Roman , Anglo Saxon and Viking times?
Concrete Experiences	• Historian workshops – Specialised. • Hadrian's wall • Arbeia Roman fort	• Anglo Saxon external specialist: -Dressing up -Weapons -Designing and making a shield -Anglo Saxon writing -Anglo Saxon games -Historical artefacts • English Heritage – North East	• Viking experience – Preston Park Museum • Jorvik Viking centre-York • Reach out Education workshops • Portals to the past school history workshops • Historical interpretations – hands on history workshops.

YEAR 4



Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 4- Topic 1- Romans

Enquiry Question: What impact did the Romans have on Britain?

Concrete Experiences:

- Historian workshops – Specialised.
- Hadrian's wall
- Arbeia Roman fort

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 Who were the Romans?	• The Romans came from a city called Rome in Italy. • They were skilled builders, soldiers, and rulers. • They created a big empire that included many countries. • The Romans were very organised and built roads, baths, and cities.	• **Chronology:** Place the Romans on a timeline (before the Anglo-Saxons, after the Iron Age) • **Historical Significance:** Learn why the Romans are remembered – they built roads, towns, and brought new ideas • **Sources of Evidence:** Use artefacts like coins, pots, and ruins to explore Roman life	Emperor gladiator invade conquer empire achievements conquest citizen Colosseum impact change evidence Romans attack Hadrian's Wall Julius Caesar
2 What did they do for us?	• The Romans built roads, bridges, and aqueducts to bring water. • They introduced new ideas about law, government, and homes. • They built towns with markets, schools, and public baths. • Many places in Britain still have Roman buildings or roads today.	• **Cause and Consequence:** Explore how Roman inventions (e.g. roads, baths, towns) changed Britain • **Change and Continuity:** Recognise things that are still here today (roads, buildings, calendar) • **Historical Significance:** Understand how Roman ideas shaped the future	

YEAR 4



Civilisation Parliament Peasantry Empire Invasion Monarchy

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 How did Britain become part of the Roman empire?	• The Romans invaded Britain in 43 AD led by Emperor Claudius. • They fought the local tribes and built forts to control the land. • Britain became a Roman province and was ruled by Roman governors. • The Romans stayed for almost 400 years.	• **Chronology:** Learn when and how the Romans invaded in AD 43 • **Cause and Consequence:** Understand why the Romans wanted Britain (resources, land) • **Sources of Evidence:** Use maps and records to explore the Roman invasion	Emperor gladiator invade conquer empire achievements conquest citizen Colosseum impact change evidence Romans attack Hadrian's Wall Julius Caesar
4 Who was Boudica and what did she do?	• Boudica was a queen of the Iceni tribe in Britain. • She led a revolt against the Romans because they treated her people badly. • Her army fought and won some battles but was eventually defeated. • Boudica is remembered as a symbol of bravery and resistance.	• **Interpretation:** Explore different views of Boudica – brave hero or fierce enemy? • **Cause and Consequence:** Understand why she rebelled and what happened because of it • **Historical Significance:** Learn why she is a remembered figure in British history	
5 What is Hadrian's wall and why was it built?	• Hadrian's Wall was a big stone wall built across northern Britain. • It was made to keep out tribes from Scotland who were attacking Romans. • The wall had forts where soldiers lived and watched for enemies. • It showed the Roman power and protection in Britain.	• **Chronology:** Place Hadrian's Wall after the Roman conquest of Britain • **Cause and Consequence:** Built to keep out northern tribes and mark the edge of the empire • **Sources of Evidence:** Use images, ruins, and reconstructions to explore its purpose • **Change and Continuity:** Learn how parts of the wall still exist today	

YEAR 4

Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 4- Topic 2- Angelo-Saxons

Enquiry Question: What evidence remains of Anglo - Saxon settlers in Hartlepool and what can we learn from it?

Concrete Experiences:

- Anglo Saxon external specialist:
  -Dressing up and weapons
  Designing and making a shield
  -Anglo Saxon writing or games
  -Historical artefacts
- English Heritage – North East

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 Why, where and when did the Anglo-Saxons invade?	• The Anglo-Saxons came from Germany, Denmark, and the Netherlands. • They started arriving in Britain after the Romans left, around 410 AD. • They came to find new land to live and farm. • They settled mainly in southern and eastern England.	• **Chronology:** Place the Anglo-Saxon period after the Romans left Britain (around AD 410) • **Cause and Consequence:** Understand why they came – land, farming, and power • **Sources of Evidence:** Use maps and archaeological finds to explore how we know where they settled	settlement village raiders resistance Angles Saxons local area Scots invaders kingdom King Ethelbert
2 How have the Anglo – Saxons influenced Britain and Hartlepool?	• Many place names in Britain and Hartlepool come from Anglo-Saxon words. • They helped to create the English language and laws. • Some local traditions and farming methods started with the Anglo-Saxons. • Their way of life shaped villages and towns that still exist today.	• **Change and Continuity:** Discover how place names, language, and village life still show Anglo-Saxon influence • **Historical Significance:** Learn how their culture helped shape parts of modern Britain • **Sources of Evidence:** Look at names, artefacts, and records that show their legacy	

YEAR 4



Civilisation Parliament Peasantry Empire Invasion Monarchy

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 What were Anglo – Saxon villages like?	• Villages were small with wooden houses and thatched roofs. • Most people were farmers who grew crops and kept animals. • Villages had a church and sometimes a small market. • Life was simple, and people worked together to survive.	• **Similarity and Difference:** Compare Anglo-Saxon homes and villages to ours today • **Sources of Evidence:** Use reconstructions, artefacts, and site maps • **Chronology:** Place daily village life within the broader Anglo-Saxon timeline	settlement village raiders resistance Angles Saxons local area Scots invaders kingdom King Ethelbert
4 What jobs did the Anglo-Saxons do?	• Many were farmers, growing wheat and barley. • Some were blacksmiths, weavers, potters, and traders. • Others were soldiers or craftsmen who made tools and weapons. • Women helped with cooking, sewing, and caring for the home.	• **Similarity and Difference:** Compare Anglo-Saxon jobs (farmers, blacksmiths, warriors) to modern roles • **Change and Continuity:** Recognise how work and skills have changed over time • **Sources of Evidence:** Use artefacts and written descriptions to explore jobs and daily life	
5 What were the Anglo – Saxon religious beliefs?	• Early Anglo-Saxons believed in many gods and goddesses (pagan beliefs). • Later, most Anglo-Saxons became Christian after missionaries arrived. • They built churches and followed Christian teachings. • Religion was an important part of daily life and community.	• **Change and Continuity:** Explore how beliefs changed from Pagan gods to Christianity • **Chronology:** Understand when Christianity spread in Anglo-Saxon England • **Historical Significance:** Learn how religion affected how people lived and built communities • **Sources of Evidence:** Use crosses, churches, and written records to learn about beliefs	

YEAR 4



Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 4-Topic 3- Vikings

Enquiry Question: Was is better to live in an Anglo-Saxon or Viking society?

Concrete Experiences:

- Viking experience – Preston Park Museum
- Jorvik Viking centre-York
- Reach out Education workshops
- Portals to the past school history workshops
- Historical interpretations – hands on history workshops

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 Why, where and when did the Vikings invade Britain?	• The Vikings came from Scandinavia (Norway, Sweden, Denmark). • They began invading Britain in the late 700s AD. • They wanted new land, treasure, and to trade. • They attacked places along the coast and rivers.	• **Chronology:** Place Viking invasions after the Anglo-Saxons (starting around AD 793) • **Cause and Consequence:** Learn why Vikings came to Britain (for land, wealth, and power) • **Sources of Evidence:** Use maps, artefacts, and historical records to find out where and when they invaded	long boat Jorvik legacy Vikings Danegeld exile outlawed Pagan raid laws punishments
2 Compare the significance between the Anglo – Saxons and the Vikings.	• Both groups lived in and ruled parts of Britain for many years. • Anglo-Saxons settled first and built villages and towns. • Vikings were fierce warriors who raided and also settled in some areas. • Vikings influenced language, culture, and laws, just like the Anglo-Saxons.	• **Similarity and Difference:** Explore how both groups were warriors but had different cultures and beliefs • **Historical Significance:** Understand how both shaped Britain's history in different ways • **Change and Continuity:** See how some things stayed the same, and others changed after the Vikings arrived	

YEAR 4



Civilisation Parliament Peasantry Empire Invasion Monarchy

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 What are the key aspects of Viking life?	• Vikings were farmers, traders, and skilled sailors. • They lived in longhouses made of wood. • They believed in many gods like Thor and Odin. • Vikings made ships called longboats that were fast and strong.	• **Sources of Evidence:** Use artefacts, buildings, and stories to learn about their homes, clothes, and food • **Similarity and Difference:** Compare Viking life to Anglo-Saxon life and modern life • **Change and Continuity:** Notice what was new or different about Viking lif	long boat Jorvik legacy Vikings Danegeld exile outlawed Pagan raid laws punishments
4 What was the battle of Hastings and how did it impact Britain?	• The Battle of Hastings happened in 1066 AD. • It was fought between William the Conqueror (Viking descendant) and King Harold (Anglo-Saxon). • William won and became the king of England. • This battle ended Anglo-Saxon rule and began the Norman rule, changing laws and culture.	• **Chronology:** Place the Battle of Hastings in AD 1066, after the Viking period • **Cause and Consequence:** Understand that it ended Viking and Anglo-Saxon rule and began Norman rule • **Historical Significance:** Learn why this battle changed British history • **Interpretation:** Explore different views on why the battle happened and what it meant	

Local Area study in red

YEAR 5

	Topic 1 - Monarchy	Topic 2 – Significant Buildings	Topic 3 – Ancient Greeks
Enquiry Question	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? What did they do for us?
Lesson Sequence	• What is the British Monarchy? • Significant monarchs (Henry VIII, Queen Victoria, Queen Elizabeth) • What is the commonwealth? • How has the power of the Monarchy changed? • What is the British Monarchy like today?	• How has Hartlepool changed over time? • Which buildings within Hartlepool are significant? • Why have some historical buildings in Hartlepool gone to rack and ruin? • How have local architects helped to develop Hartlepool?	• Who were the Ancient Greeks? • What was daily life like in Ancient Greece? • Who was Alexander the Great and what impact did he have on Ancient Greece? • Why are Athens and Sparta important to the Ancient Greeks? • Where did the Olympics originate? • What impact did the Ancient Greeks have on the Olympics and how is their legacy still seen today? • Why did the Ancient Greeks look up to gods and goddesses and who were they? • What was the Trojan War?
Longitudinal Study	• How has the role of the British Monarchy changed from Anglo Saxon times through to today?		
Concrete Experiences	• Trip further afield, London, Buckingham palace. • Past Productions – History specialists	• Local area walk • Visits- The Royal Navy Museum, Heugh Gun Battery museum , Wesley Chapel, Town Hall, Local churches.	• Tees Barrage – Archimedes screw • Local Museums – Preston Park • Workshops – customised from local historians.

YEAR 5



Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 5- Topic 1- Monarchy

Enquiry Question: How has the power of the British Monarchy changed from 1066 to today?

Concrete Experiences:

- Trip further afield, London, Buckingham palace.
- Past Productions – History specialists

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 What is the British Monarchy?	• The British Monarchy is the system where a king or queen rules the country. • It has existed for over 1,000 years. • Monarchs have symbols of power like a crown and a throne. • The monarchy represents the history and traditions of Britain.	• **Chronology:** Understand where the monarchy fits in Britain's long history • **Historical Significance:** Learn why the monarchy is important to British history and culture • **Sources of Evidence:** Explore portraits, crowns, and historical documents	monarch abdication dynasty Lady Lord Duke Duchess influence nation heir turning point reformer power
2 Significant monarchs (Henry VIII, Queen Victoria, Queen Elizabeth)	• Henry VIII had six wives and created the Church of England. • Queen Victoria ruled for 63 years during a time called the Victorian Era. • Queen Elizabeth II was Britain's longest-reigning monarch and modernized the monarchy. • Each monarch changed the country in important ways.	• **Chronology:** Place each monarch on a timeline • **Cause and Consequence:** Explore what changes each monarch made and how they impacted Britain • **Interpretation:** Understand different views about each monarch's reign • **Historical Significance:** Recognise why these monarchs are remembered today	

YEAR 5



Civilisation Parliament Peasantry Empire Invasion Monarchy

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 What is the commonwealth?	• The Commonwealth is a group of 54 countries that were once part of the British Empire. • These countries work together and share common goals like peace and education. • The Queen was the head of the Commonwealth. • It connects many different cultures and nations.	• **Historical Significance:** Learn how the Commonwealth connects countries that were once part of the British Empire • **Change and Continuity:** See how the monarchy's role has changed over time but still connects many nations • **Cause and Consequence:** Understand why the Commonwealth was formed and what it does today	monarch abdication dynasty Lady Lord Duke Duchess influence nation heir turning point reformer power
4 How has the power of the Monarchy changed?	• Long ago, monarchs had all the power and made laws themselves. • Over time, Parliament and the government gained power. • Today, the monarchy is mostly ceremonial and follows laws made by elected leaders. • The monarch's role is now more about tradition and representing Britain.	• **Change and Continuity:** Learn how monarchs used to have more power, but today have mostly ceremonial roles • **Cause and Consequence:** Understand key events that reduced the monarchy's power (e.g., Magna Carta, Parliament) • **Historical Significance:** Know why these changes matter for how Britain is governed	
5 What is the British Monarchy like today?	• The monarchy still takes part in official ceremonies and celebrations. • The royal family supports charities and communities. • The monarch meets with the Prime Minister and represents Britain abroad. • Many people around the world know and respect the British Monarchy.	• **Change and Continuity:** Compare the monarchy today with the past • **Sources of Evidence:** Use news, photos, and videos to learn about the current royal family • **Historical Significance:** Understand the monarchy's role in modern Britain	

YEAR 5

Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 5- Topic 2- Signifciant Buildings

Enquiry Question: How has the use of significant buildings around Hartlepool changed over time?

Concrete Experiences:

- Local area walk
- Visits- The Royal Navy Museum, Heugh Gun Battery museum , Wesley Chapel, Town Hall, Local churches.

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 How has Hartlepool changed over time?	• Hartlepool began as a small fishing village. • It grew into a busy port town during the Industrial Revolution. • Over time, industries like shipbuilding and steelworks developed. • Today, Hartlepool is a mix of historic sites and modern buildings.	• **Chronology:** Place changes in Hartlepool on a timeline from the past to today • **Change and Continuity:** Notice what parts of Hartlepool have stayed the same and what has changed • **Cause and Consequence:** Understand why Hartlepool has grown or changed (industry, population, etc.) • **Historical Significance:** Learn why some changes are important for the town's history	architecture change effects significance headquarters mansion landmark historical building amphitheatre compound cathedral temple
2 Which buildings within Hartlepool are significant?	• The Headland has old churches and historic houses. • The Hartlepool Marina and docks show the town's maritime history. • The Museum of Hartlepool holds important local artifacts. • Some buildings are listed, meaning they are protected because they are special.	• **Historical Significance:** Identify buildings that are important because of their history or use • **Sources of Evidence:** Use photos, maps, and stories to explore these buildings • **Interpretation:** Discuss why people think certain buildings matter	

YEAR 5



	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 Why have some historical buildings in Hartlepool gone to rack and ruin?	• Some buildings were damaged during wars or fell out of use. • Others were left empty because industries closed down. • Weather and lack of money for repairs caused some to decay. • Efforts are being made to restore and protect some old buildings.	• **Cause and Consequence:** Understand reasons buildings fall into disrepair (neglect, changes in use) • **Change and Continuity:** See how some buildings change purpose over time or are lost • **Historical Significance:** Think about what losing buildings means for history and community memory	architecture change effects significance headquarters mansion landmark historical building amphitheatre compound cathedral temple
4 How have local architects helped to develop Hartlepool?	• Architects have designed new homes, schools, and public buildings. • They have worked to preserve historic buildings while creating modern spaces. • Some projects aim to improve the town centre and make it more welcoming. • Architects help keep Hartlepool's history alive while planning for the future.	• **Historical Significance:** Recognise important architects and their role in shaping the town • **Cause and Consequence:** Explore how new buildings affect the town's look and function • **Sources of Evidence:** Use plans, photos, and stories about buildings and architects	

YEAR 5

Civilisation Parliament Peasantry Empire Invasion Monarchy

Year 5- Topic 3- Ancient Greeks

Enquiry Question: What was it like to be an Ancient Greek? What did they do for us?

Concrete Experiences:

- Tees Barrage – Archimedes screw
- Local Museums – Preston Park
- Workshops – customised from local historians.

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 Who were the Ancient Greeks?	• The Ancient Greeks lived around 2,500 years ago in the area now called Greece. • They were famous for their cities, art, philosophy, and stories. • Ancient Greece was made up of many city-states that were often independent.	• **Chronology:** Place Ancient Greece on a timeline (before the Romans) • **Historical Significance:** Understand why the Greeks are important in history • **Sources of Evidence:** Use artefacts, buildings, and writings to learn about them	Parthenon Olympic marathon mythology myth infer philosopher Greece city state legacy democracy source
2 What was daily life like in Ancient Greece?	• People lived in city-states like Athens and Sparta. • They worked as farmers, traders, soldiers, and artists. • Men and women had different roles; men went to school and politics, women took care of home. • They enjoyed theatre, sports, and festivals.	• **Similarity and Difference:** Compare daily life then with today's life • **Sources of Evidence:** Use pictures, artefacts, and stories to explore homes, food, and jobs • **Change and Continuity:** Notice what has changed and what is similar in people's lives	

YEAR 5



Civilisation Parliament Peasantry Empire Invasion Monarchy

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 Who was Alexander the Great and what impact did he have on Ancient Greece?	• Alexander the Great was a famous king and military leader. • He created one of the largest empires by conquering many lands. • He spread Greek culture across Europe, Asia, and Africa. • His actions helped share Greek ideas and learning with the world.	• **Chronology:** Place Alexander's life on a timeline • **Cause and Consequence:** Understand what he did and how it changed Greece and beyond • **Historical Significance:** Learn why Alexander is remembered	Parthenon Olympic marathon mythology myth infer philosopher Greece city state legacy democracy source
4 Why are Athens and Sparta important to the Ancient Greeks?	• Athens was known for democracy, art, and learning. • Sparta was famous for its strong army and discipline. • Both city-states had different ways of life but were very powerful. • They often competed but also worked together.	• **Similarity and Difference:** Compare the two city-states—how they lived and ruled • **Cause and Consequence:** Learn how their differences affected Greek history • **Historical Significance:** Understand their roles in history	
5 Where did the Olympics originate?	• The Olympics began in Ancient Greece around 776 BC. • They were held in the city of Olympia every four years. • The games were a religious festival to honour the god Zeus. • Athletes from many city-states competed in sports.	• **Chronology:** Place the first Olympics in Ancient Greece's timeline • **Historical Significance:** Learn why the Olympics were important then and now • **Sources of Evidence:** Use ancient records and artefacts to explore the games	

YEAR 5



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	Substantive knowledge	Disciplinary Concepts	Key vocabulary
6 What impact did the Ancient Greeks have on the Olympics and how is their legacy still seen today?	• They created many of the sports and traditions we still use today. • The idea of the Olympics as a competition for peace and friendship started with the Greeks. • The Olympic torch and opening ceremonies come from Greek customs. • The modern Olympics celebrate their spirit of athletic skill and fairness.	• **Change and Continuity:** See how the Olympics have changed and stayed the same • **Historical Significance:** Understand the lasting Greek influence on the modern games • **Interpretation:** Explore different ideas about why the Olympics matter	Parthenon Olympic marathon mythology myth infer philosopher Greece city state legacy democracy source
7 Why did the Ancient Greeks look up to gods and goddesses and who were they?	• Greeks believed gods controlled nature and human life. • They worshipped gods like Zeus (sky), Athena (wisdom), Poseidon (sea). • Myths explained natural events and taught lessons. • Temples and festivals were built to honour the gods.	• **Sources of Evidence:** Use myths, stories, and art to learn about gods and goddesses • **Historical Significance:** Understand why religion was important in Ancient Greece • **Interpretation:** Talk about different stories and what they meant to people	
8 What was the Trojan War?	• The Trojan War was a famous story about a war between Troy and the Greeks. • It started because of a fight over the beautiful Helen. • The Greeks used a wooden horse trick to win the war. • The story is told in the Iliad, a famous Greek poem.	• **Cause and Consequence:** Learn the story of the war and why it was important • **Interpretation:** Discuss what is fact and what might be legend • **Historical Significance:** Understand why the story of Troy is remembered	

YEAR 6

Local Area study in red

	Topic 1 - WW1 and WW2	Topic 2 – Crime and Punishment	Topic 3 – Maya Civilisation
Enquiry Question	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	• How did WWI start? • Why did soldiers join the army in WWI? • What was life like in the trenches? • How did WWI impact Hartlepool? • What was the Battle of the Somme? • How did WWI end? • What was the outbreak of WWII? • How did evacuation impact Britain's children? • What was rationing? • How did the war impact women? • What was the Holocaust?	• How did the Romans deal with crime and punishment? • What were the Anglo – Saxon laws and judgements? • How were crimes punished during the Tudor times? • How does crime and punishment compare through the ages? • How do modern methods of crime and punishment compare to the past experiences?	• Who were the Maya? • What were the religious beliefs of Maya people? • How does the Maya number system work? • How did the Maya people create a civilisation? • How was the Maya writing system constructed? What are codices? • What foods were eaten by the Maya people and why were they significant?
Longitudinal Study		• How has law and order, prisons, punishments changed across the time periods studied from Y3-Y6?	
Concrete Experiences	• Eden Camp • Headland • Hartlepool Museum • War memorial • Beamish	• Beamish – Police station • Preston Museum – Police station • Modern day Police station, courts, prison cells.	• Mayan Civilisation workshops • Cadbury world-Mayan civilisation

YEAR 6

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Year 6- Topic 1- WW1 and WW2

Enquiry Question: Why was the Battle of Britain a significant turning point in British history? How did this impact Hartlepool?

Concrete Experiences:

- Eden Camp
- Headland
- Hartlepool Museum
- War memorial
- Beamish

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 How did WWI start?	• WWI began in 1914 after the assassination of Archduke Franz Ferdinand. • Countries had formed alliances and were ready to fight. • Tensions over land, power, and pride caused the war to spread quickly.	• **Cause and Consequence:** Learn the events and reasons that led to the start of WWI • **Chronology:** Place the start of WWI on a timeline • **Historical Significance:** Understand why WWI was a major event in history	attack allies Holocaust evacuation evacuee Blitz propaganda country conflict Nazi war time air raid war suffrage biased reliability rationing nation
2 Why did soldiers join the army in WWI?	• Many joined because of patriotism and wanting to defend their country. • Some were motivated by adventure or peer pressure. • Others felt they had a duty to protect family and friends.	• **Cause and Consequence:** Explore reasons why people volunteered or were conscripted • **Interpretation:** Discuss different reasons and feelings of soldiers and families	

YEAR 6



	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 What was life like in the trenches?	• Trenches were muddy, cold, and crowded. • Soldiers faced dangers like shelling, rats, and disease. • Life was tough, with little food and constant fear. • Soldiers wrote letters and tried to keep spirits up.	• **Sources of Evidence:** Use letters, diaries, and photos to learn about trench life • **Similarity and Difference:** Compare life in the trenches to everyday life at home • **Historical Significance:** Understand the hardships soldiers faced	attack allies Holocaust evacuation evacuee Blitz propaganda country conflict Nazi war time air raid war suffrage biased reliability rationing nation
4 How did WWI impact Hartlepool?	• Hartlepool was one of the first towns bombed in WWI. • The attack caused damage and scared the local people. • Many men from Hartlepool joined the war effort. • The town remembered this event with memorials.	• **Cause and Consequence:** Discover what happened to Hartlepool during the war (e.g., bombing) • **Historical Significance:** Learn why this was important to local history • **Sources of Evidence:** Use local records and stories	
5 What was the Battle of the Somme?	• The Battle of the Somme was a major battle in 1916. • It was one of the bloodiest battles of WWI with many casualties. • Soldiers fought in terrible conditions to gain land. • It showed the harsh reality of trench warfare.	• **Cause and Consequence:** Learn the story of the war and why it was important • **Interpretation:** Discuss what is fact and what might be legend • **Historical Significance:** Understand why the story of Troy is remembered	

YEAR 6



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	Substantive knowledge	Disciplinary Concepts	Key vocabulary
6 How did WWI end?	• WWI ended in 1918 when Germany surrendered. • The Treaty of Versailles was signed to stop fighting. • Many countries were changed after the war. • Soldiers returned home, but the world was very different.	• **Chronology:** Understand the events leading to the end of WWI • **Cause and Consequence:** Learn what happened after the war ended • **Historical Significance:** Explore how the end affected countries and people	attack allies Holocaust evacuation evacuee Blitz propaganda country conflict Nazi war time air raid war suffrage biased reliability rationing nation
7 What was the outbreak of WWII?	• WWII began in 1939 when Germany invaded Poland. • Countries formed alliances and declared war. • The war was fought over control and stopping dictators like Hitler.	• **Cause and Consequence:** Learn the reasons why WWII started • **Chronology:** Place the start of WWII on a timeline • **Historical Significance:** Understand why WWII was different from WWI	
8 How did evacuation impact Britain's children?	• Many children were sent away from cities to live in the countryside. • This was to keep them safe from bombing. • It was hard for families to be apart, but many children made new friends. • Evacuation helped protect many lives during the war.	• **Cause and Consequence:** Understand why children were evacuated and what happened to them • **Sources of Evidence:** Use stories and diaries to learn about evacuees' experiences • **Historical Significance:** Recognise how evacuation affected families and communities	

YEAR 6



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	Substantive knowledge	Disciplinary Concepts	Key vocabulary
9 What was rationing?	• Rationing meant people could only buy limited amounts of food and goods. • It made sure there was enough for soldiers and everyone at home. • People used ration books to get their share. • It encouraged growing food at home and wasting less.	• **Cause and Consequence:** Learn why rationing was needed during the war • **Change and Continuity:** Compare what was rationed then and what we eat today • **Historical Significance**: Understand how rationing affected everyday life	attack allies Holocaust evacuation evacuee Blitz propaganda country conflict Nazi war time air raid war suffrage biased reliability rationing nation
10 How did the war impact women?	• Women took on many jobs like working in factories and farms. • They helped build weapons, drive ambulances, and support soldiers. • This changed ideas about women's abilities and rights. • After the war, many women wanted more independence.	• **Change and Continuity:** Explore how women's roles changed during the wars • **Cause and Consequence:** Understand the effects of these changes on society • **Historical Significance:** Learn why women's contributions were important	
11 What was the Holocaust?	• Women took on many jobs like working in factories and farms. • They helped build weapons, drive ambulances, and support soldiers. • This changed ideas about women's abilities and rights. • After the war, many women wanted more independence.	• **Historical Significance:** Understand the importance of remembering the Holocaust • **Cause and Consequence:** Learn what happened and why it is a significant part of history • **Sources of Evidence:** Use survivor stories and historical records • **Interpretation:** Discuss how historians learn about and explain the Holocaust	

YEAR 6

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Year 6- Topic 2- Crime and Punishment

Enquiry Question: How has crime and punishment changed in Britain since the Dark Ages?

Concrete Experiences:

- Beamish – Police station
- Preston Museum – Police station
- Modern day Police station, courts, prison cells.

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 How did the Romans deal with crime and punishment?	• Romans had laws called Roman law that were strict and helped keep order. • Crimes were punished with fines, imprisonment, or hard labour. • Serious crimes like theft or rebellion could lead to execution or exile. • They used courts and judges to decide punishments.	• **Chronology:** Place Roman laws and punishments in the timeline of British history • **Cause and Consequence:** Learn why Romans created certain laws and punishments • **Sources of Evidence:** Use artefacts and historical records to understand Roman justice	capital punishment corporal punishment custodial penitentiary judge jury law enforcement Parliament Government deterrent execution highwaymen treason
2 What were the Anglo – Saxon laws and judgements?	• Anglo-Saxons had laws written on wooden tablets or in books. • They used trial by ordeal (like holding hot iron) to decide guilt. • Punishments included fines (wergild), flogging, or exile. • Community leaders helped keep peace and enforce laws.	• **Chronology:** Place Anglo-Saxon laws after Roman times but before the Tudors • **Change and Continuity:** See how some laws stayed the same or changed from Roman times • **Cause and Consequence:** Understand how punishments affected people and society • **Sources of Evidence:** Use old law codes and stories	

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	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 How were crimes punished during the Tudor times?	• Tudor punishments were often very harsh. • Common punishments included hanging, whipping, and being put in the stocks. • Jails were mainly for holding prisoners before trial, not for long sentences. • The government wanted to scare people to stop crime.	• **Chronology:** Place Tudor punishments after the Anglo-Saxons in history • **Change and Continuity:** Notice how punishments became harsher or different over time • **Cause and Consequence**: Learn why certain crimes had specific punishments • **Historical Significance:** Understand the impact of Tudor justice on society	capital punishment corporal punishment custodial penitentiary judge jury law enforcement Parliament Government deterrent execution highwaymen treason
4 How does crime and punishment compare through the ages?	• In the past, punishments were often public and very severe to frighten people. • Over time, the focus moved from punishment to rehabilitation and fairness. • Earlier laws were less written down and less consistent than today. • Communities used to be more involved in justice than professional police.	• **Change and Continuity:** Compare how crime and punishment have changed from Romans to Tudors to today • **Similarity and Difference:** Spot what stayed the same and what changed • **Historical Significance:** Understand why these changes matter	
5 How do modern methods of crime and punishment compare to the past experiences?	• Today, crimes are dealt with by police, courts, and prisons following strict laws. • Punishments focus on rehabilitating criminals and protecting society. • We have rights and fair trials to make sure people are treated justly. • Technology helps catch criminals and prevent crime better than before.	• **Change and Continuity: E**xplore current laws and punishments compared to the past • **Cause and Consequence:** Understand why changes happened (new ideas about justice and rights) • **Interpretation:** Discuss different opinions about crime and punishment today • **Sources of Evidence:** Use news, court reports, and interviews to learn about modern justice	

YEAR 6

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Year 6- Topic 3- Maya Civilisation

Enquiry Question: How did Maya civilisation in AD 900 differ from Britain at that time?

Concrete Experiences:

- Mayan Civilisation workshops
- Cadbury world-Mayan civilisation

	Substantive knowledge	Disciplinary Concepts	Key vocabulary
1 Who were the Maya?	• The Maya were a group of people who lived in Central America over 2,000 years ago. • They built large cities with temples, palaces, and pyramids. • The Maya were skilled farmers, builders, and artists. • Their civilization lasted for many centuries.	• **Chronology:** Place the Maya civilization on a timeline (around 2000 BCE to 1500 CE) • **Historical Significance:** Understand why the Maya are important in history • **Sources of Evidence:** Use artefacts, ruins, and ancient writings to learn about them	Mayan Maya civilisation drought scribes codices maize cocoa Chichen Itza Yucatan religion afterlife
2 What were the religious beliefs of Maya people?	• The Maya believed in many gods connected to nature, like the sun, rain, and maize. • They held ceremonies and rituals to please their gods. • They believed in an afterlife and had priests to lead religious events. • Human sacrifice was sometimes part of their worship.	• **Sources of Evidence:** Study Maya temples, symbols, and myths to understand their beliefs • **Historical Significance:** Learn why religion was important to Maya society • **Interpretation:** Explore what different symbols and stories might mean	

YEAR 6



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	Substantive knowledge	Disciplinary Concepts	Key vocabulary
3 How does the Maya number system work?	• The Maya used a vigesimal (base-20) system for counting. • They used dots for numbers 1 to 4, a bar for 5, and a shell symbol for zero. • This system helped them with astronomy, calendars, and trade. • It was one of the earliest uses of zero as a number.	• **Sources of Evidence:** Use examples of Maya numerals and counting methods • **Historical Significance:** Understand how their number system helped them in daily life and astronomy • **Similarity and Difference:** Compare Maya numbers to the numbers we use today	Mayan Maya civilisation drought scribes codices maize cocoa Chichen Itza Yucatan religion afterlife
4 How did the Maya people create a civilisation?	• They built cities with temples, roads, and marketplaces. • Maya people farmed crops like maize, beans, and squash. • They developed a complex society with rulers, priests, and workers. • They traded goods with other groups and created art and pottery.	• **Cause and Consequence:** Learn how farming, trade, and cities helped build the Maya civilization • **Change and Continuity:** See how Maya society developed over time • **Historical Significance:** Understand why the Maya civilization was advanced for its time	
5 How was the Maya writing system constructed? What are codices?	• The Maya used hieroglyphs – pictures and symbols – to write. • Their writing recorded history, religion, and important events. • Codices are books made from bark paper where Maya writing was kept. • Only a few codices survive today because many were destroyed.	• **Sources of Evidence:** Explore Maya glyphs and codices (books) • **Interpretation**: Learn how historians and archaeologists decode Maya writing • **Historical Significance:** Recognise the importance of their writing system for preserving history	

YEAR 6



	Substantive knowledge	Disciplinary Concepts	Key vocabulary
6 What foods were eaten by the Maya people and why were they significant?	• The Maya ate mainly maize (corn), beans, squash, chili peppers, and chocolate. • Maize was the most important food and was part of their religion and culture. • They hunted animals and fished to add to their diet. • Food was also used in religious ceremonies.	• **Sources of Evidence:** Use archaeological findings to learn about Maya diet • **Cause and Consequence:** Understand how farming affected Maya life and health • **Historical Significance:** Learn why certain foods like maize were central to their culture	Mayan Maya civilisation drought scribes codices maize cocoa Chichen Itza Yucatan religion afterlife