

Edited and Adapted by TCLT



### History Intent

The Tyne Valley has a vast historical past which has had a huge impact on the wider world, particularly during the industrial revolution. The intent of our curriculum is to develop curious, independent and resilient learners who understand the importance and relevance of history in their lives as global citizens and members of the local community. We aim to provide the children with a deep knowledge and understanding of where they are from, how the past shaped the modern world and how we can learn from the past to shape our future. History is a subject for all students whatever their ability and all students will be challenged and supported to achieve their best at all times. Students will experience a wide range of learning activities to inspire their curiosity, enhance their critical thinking and develop their resilience to become effective learners. Underpinning this will be a focus on respect for others, the diversity of societies as well as their own identity and the challenges of today. Effective communication both orally and written will be developed as an integral part of the curriculum e.g. the importance of structure, spelling, punctuation, grammar, key words and academic language.

TCLT History Long Term Plan 2022-2023			
	Autumn	Spring	Summer
KS1			
<b>A</b>	<b>Toys Past and Present (TCLT)</b>  NC: Changes within living memory and beyond living memory  <u>Key Questions:</u> What are the stages of my life? What did I play with at different stages of my life? What did my parents and grandparents play with? What did children in the Victorian era play with? How has technology changed what we play with? How has technology changed how we play?	<b>The Great Fire of London (Unity)</b>  NC: Events beyond living memory that are significant nationally.  <u>Key Questions:</u> Where is London? When was the Great Fire of London? How did the fire start and why did it spread so quickly? Study 2nd September 1666 - Where did the fire spread to? Study Monday 3rd and Tuesday 4th September 1666 - Where did the fire spread to? Study Wednesday 5th and Thursday 6th September 1666 How do we know about the Great Fire of London? What changed in London after the fire?	<b>Tyne Valley Past and Present (TCLT)</b>  NC: Significant historical events, people and places in their own locality.  <u>Key Questions:</u> What is the Victorian era? How do we find out about the past (study of local community) How have homes changed since the Victorian era? How have schools changed since the Victorian era? What was George Stephenson so important? What jobs did people do in the Victorian era (Local study - coal mining)
<b>B</b>	<b>Hospitals past and present (TCLT)</b>	<b>The Great Fire of Newcastle and Gateshead</b>	<b>Seaside past and present (TCLT)</b>

	<p><b>NC: The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p><b><u>Key Questions:</u></b>          Who was Florence Nightingale?          What did Florence Nightingale do?          Who was Mary Seacole?          What did Mary Seacole do?          What challenges did both women face?          How did Florence Nightingale change hospitals for the better?</p>	<p><b>(TCLT)</b></p> <p><b>NC: Significant historical events, people and places in their own locality.</b></p> <p><b><u>Key Questions:</u></b>          Where is the Newcastle and Gateshead quayside?          What was the Newcastle and Gateshead quayside like in 1854?          Where did the fire start and how did it spread?          How did they fight the fire? How was this different to 1666?          What impact did the fire have on Newcastle and Gateshead?          What are the similarities and differences between the Great Fire of London and The Great Fire of Newcastle and Gateshead?</p>	<p><b>NC Changes within and beyond living memory.</b>  <b>Events beyond living memory that are significant</b>  <b>Significant people in their own locality</b></p> <p><b><u>Key Questions</u></b>          What is a seaside holiday?          Why were seaside holidays so popular in the Victorian Era?          What were seaside holidays like in the Victorian Era?          How do Victorian seaside holidays compare to holidays now?          Who was Grace Darling and why was she significant?          How did Grace Darling become a heroine?</p>
<b>LKS2</b>			
<b>A</b>	<p><b>Stone age to bronze age iron age (Unity)</b></p> <p><b>NC: Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b><u>Key Questions:</u></b>          What were the 3 stages of the stone age?          What were Palaeolithic times like and how do we know?</p>	<p><b>Ancient Greeks (Unity Y5)</b></p> <p><b>NC: Ancient Greece - a study of Greek life and achievements and their influence on the western world.</b></p> <p><b><u>Key Questions:</u></b>          Who were the Ancient Greeks and when did they rule?          What beliefs did the Ancient Greeks hold?</p>	<p><b>Roman Britain (Unity)</b></p> <p><b>NC: The Roman Empire and its impact on Britain.</b></p> <p><b><u>Key Questions:</u></b>  <u>People and belief</u>          Who were the Romans?          What was it like to live in Rome?  <u>The invasion of ancient Britain</u></p>

	<p>What were Mesolithic times like and how do we know?</p> <p>What were Neolithic times like and how do we know?</p> <p>What was the Bronze Age?</p> <p>What was the Bronze Age like and how do we know?</p> <p>How was the Bronze Age different to the Stone Age?</p> <p>What was the Iron Age?</p> <p>What was the Iron Age like and how do we know?</p> <p>What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>	<p><u>Powerful City States</u></p> <p>City-States. What was the difference between Athens and Sparta?</p> <p>What was democracy like in Athens?</p> <p><u>Ancient Greek Way of Life</u></p> <p>Why was theatre important to the Ancient Greeks?</p> <p><u>Pivotal Battles (Desirable)</u></p> <p>What happened at the Battles of Marathon and Salamis? What were they important?</p> <p><u>Legacy</u></p> <p>Why were the Olympics invented by the Ancient Greeks?</p> <p>What are the similarities and differences between the Ancient Games and the Olympic Games today?</p>	<p>Remember the Celtic people: what was it like to live during the Iron Age?</p> <p>When did the Romans invade Britain?</p> <p><u>Resistance and change</u></p> <p>Who resisted the Roman invasion?</p> <p><u>Roman defence of Britain</u></p> <p>Why was Emperor Hadrian significant to our area?</p> <p><u>Technology + Culture</u></p> <p>How did Britain change under Roman rule?</p> <p><u>Rise and Fall</u></p> <p>Why did the Romans leave Britain?</p> <p><u>SUMMARISE IT</u></p> <p>What was the impact of the Roman Empire on Britain?</p>
<b>B</b>	<p><b>Anglo Saxons Britain (Unity)</b></p> <p><b>NC: Britain's Settlement by the Anglo Saxons and Scots</b></p> <p><b><u>Key Questions:</u></b></p> <p><u>Cause</u></p> <p>What happened when the Romans left Britain?</p> <p>Why did the Anglo-Saxons come to Britain?</p> <p>Where did the Anglo-Saxons come from?</p> <p><u>Anglo-Saxon life in Britain</u></p> <p>What was life like for Anglo-Saxons in Britain?</p> <p>What kingdoms were formed by the Anglo-Saxons?</p>	<p><b>The Battle of Britain (Y6) (Unity) + WW2 in our local area (TCLT)</b></p> <p><b>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><b><u>Key Questions:</u></b></p> <p><u>Cause</u></p> <p>Why did Britain declare war on Germany in 1939?</p> <p><u>Allies</u></p> <p>Who were the Axis and the allied powers?</p> <p><u>Food Shortages</u></p>	<p><b>Tyne Valley - Our Industrial Past (TCLT)</b></p> <p><b>NC: A local study</b></p> <p><b><u>Key Questions:</u></b></p> <p>What was the industrial revolution?</p> <p>Why was the North East so important in the Industrial Revolution? (electricity, transport, bridges, mining, engineering)</p> <p>Who were Stephnson, Armstrong, Hedley, Parsons and what did they do?</p> <p>How did the industrial revolution impact society? - (How has the Tyne</p>

	<p><u>Evidence</u> How do we know about the Anglo-Saxons?</p> <p><u>Religion</u> How did religion influence the Anglo-Saxons? How do we know this?</p>	<p>Why was rationing introduced? - Dig for Victory</p> <p><u>Strategy</u> What was The Battle of Britain? The Blitz - How did Hitler continue to attack Britain? How was propaganda used and how effective was it?</p> <p><u>Threat</u> Why were children evacuated from cities? - (Local stories)</p> <p><u>Consequence</u> What was the impact of the Second World War on the people in the locality? - Study of Prisoner of war camp Wylam and POW who remained in Wylam</p>	<p>Valley changed over time - OS map study)</p> <p>Why were the Waggonways so important? (Wylam Waggonway) <a href="http://heddonhistory.weebly.com/waggonway--railway.htm">http://heddonhistory.weebly.com/waggonway--railway.htm</a></p> <p>Why was Cragside house so important?</p>
<b>Year 5</b>	<p><b>Ancient Egypt (Unity)</b></p> <p><b>NC: The achievements of the earliest civilisations.</b></p> <p><b><u>Key Questions:</u></b> Who were the Ancient Egyptians and where did they live? <u>Ancient Egyptian Kingdoms</u> The Old Kingdom - Who was significant and what did they achieve? The Middle Kingdom - Who was significant and what did they achieve? The New Kingdom - who was significant and what did they achieve? What was the social hierarchy of Egyptian culture and what role did people play?</p>	<p><b>Windrush Generation (Unity)</b></p> <p><b>NC: A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><u>People and Place</u> Where are the Caribbean islands? What's their history? <u>Migration and Settlement</u> How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? Why did people migrate from the Caribbean to England in 1948?</p>	<p><b>Ancient Benin (TCLT)</b></p> <p><b>NC: A non-European society that provides contrasts with British history.</b></p> <p><b><u>Key Questions:</u></b> <u>People and Place</u> How did the kingdom of Benin develop? <u>Religion and People</u> What belief system existed in ancient Benin? <u>Rise and Fall - People and Kingdom</u> What can the Benin Bronzes teach us about ancient Benin? <u>People and Events</u></p>

	<p><u>Achievements and Beliefs</u>  Why did the Egyptians believe in multiple Gods?  What was the importance of the River Nile to Egyptian life?  How was the Rosetta Stone used to decipher an unfamiliar ancient language?  What do we know about Tutankhamun?  Did Howard Carter steal from Tutankhamun's tomb?</p>	<p>What was life in London like for the Windrush pioneers?  Who was Sam King and what did he do?  Who was Norma Best and what did she do?</p> <p><u>Events and Diversity</u>  How did the Windrush migration change Britain for the better?</p>	<p>How is Benin's past recorded through a range of sources and stories? - (The Story of how Eweka came to be the Oba of the Benin Kingdom)  <u>Kingdom and Community</u>  Achievements and Powerful City States  How can artefacts inform us about the technological significance of the Benin Kingdom?  <u>Rise and Fall</u>  How did ancient Benin interact with other Empires  What caused the Benin Empire to fall?</p>
<b>Year 6</b>	<p><b>Mayan Civilisation (Unity)</b></p> <p><b>NC: A non-European society that provides contrasts with British history.</b></p> <p><u>Key Questions:</u>  <u>People and Place</u>  Where did the Maya live?  What were the significant events in the Maya's history?  <u>City-State</u>  What were Maya city-states like?</p> <p>City-state study – Tikal, Palenque or Chichen Itza  <u>Inventions</u>  What did the Maya invent?  <u>Consequences</u>  What happened to the Maya city-states?  <u>Comparisons</u>  Remember Britain and the Anglo-Saxons</p>	<p><b>Vikings (Unity Y4)</b></p> <p><b>NC: The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward The Confessor</b></p> <p><u>Key Questions:</u></p> <p><u>Origins</u>  What was life like for the Vikings?  <u>People and place, invasion and settlement</u>  When and where did the Vikings invade and settle?  <u>Community</u>  Why were the vikings so feared and successful?  <u>Movement and People</u>  What was the relationship between the Vikings and the Anglo-Saxons?  <u>Significance, Battles and Leadership</u></p>	<p><b>Crime and Punishment (TCLT)</b></p> <p><b>NC: A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><u>Key Questions:</u></p> <p><u>Democracy and Change</u>  How has the criminal system changed through time?  <u>Events, People, Places</u>  What happened to people who broke the law in different eras?  <u>Power and Change</u>  How and why has the criminal system changed across time?</p>

	<p>Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p>	<p>What peace was agreed between the Anglo Saxons and Viking?</p> <p><u>Rise and Fall</u></p> <p>Why did the Normans and Vikings both think they had the right to the Throne of England?</p> <p>What happened leading up to the Norman Conquest?</p>	<p>What are the differences between ancient criminal justice systems and Mediaeval systems?</p> <p><u>Religion, Power, Dictatorship</u></p> <p>How was punishment influenced by the belief and power structures of the time period?</p> <p><u>Power and Change</u></p> <p>When did the crime and punishment systems reform and how do they reflect the change in human rights?</p>
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