

One Excellence History Curriculum

Single Year group

Concepts**Subject Intent**

History is how the history is been reimagined without historians it would be nothing...

At One Excellence, we want the children to:

- To understand that history is a study of the past.
- To enable the children to know about significant events in British history
- To understand that evidence and interpretation is at the heart of history.
- Develop their understanding of x and how significant events and people have shaped that.
- To remember key knowledge facts from each unit to ensure that the children are ready to build in future education.

Substantive dimensions

- These are the units that are taken from the National curriculum.
- In KS2 subjects are usually taught chronologically.

Disciplinary concepts

- Analysing the past, thinking like historians to help develop knowledge.
- Thinking like a historian and asking questions. How have Historians made these interpretations?
- Using the second order concepts (cause and consequence, historical significance, similarities and difference, change and continuity) and sources of evidence to develop meaning and knowledge.

Core concepts

- Empire, persecution and resistance
- Settlements, migration and invasion
- Power, Government and religion
- Trade, Ideas and communication
- Warfare and conflict

Teaching approaches (Supported and developed by the History Association) <https://www.history.org.uk/primary/module/3657/primary-teaching-methods>

- Oracy using strategies from Voice 21
- Use of historically accurate texts (written by historians)
- Asking and answering questions
- Drama and debating
- Using maps and timelines to secure an understanding of place within time.
- Use of thinking maps to develop an understanding of details before answering detailed questions.

Lesson non negotiables.

- Timeline referred to and revisited at various points during the lesson.
- Challenge question to apply analysis of knowledge to construct knowledge.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding also links to children's growing knowledge of the periods study – teaches life and content Chronology	Use words such as old, new, now, then, next, yesterday, tomorrow, last night, last week, next week, before, after, a long time ago, days, months, seasons Recount memories – knowing they are in the past – Benjamin Bear's weekend, changes through the seasons, Life experiences Understand that events in time have a specific 'date' e.g their own birthday – which month? Sort pictures of artefacts old/new now/then Pictorial time line x3	Use words and phrases such as recently, present, past, young, ancient Sequence some events or two related objects in order. Recount memories about the past – using the time vocabulary above.	Place objects and events in time order Create a simple timeline with 4 events, within a specified range	Recognise and understand CE / BCE / Pre-historic Recognise the passage of time using dates – using a timeline Use time vocabulary more precisely – previously, preceding, prior, earlier	Put events / people / artefacts on and extended timeline, with a given range. Able to answer numerical questions related to the timeline.	Create own timelines, with own understanding of date range and current topic.	Compare and create a range of timelines from different periods and date ranges.
Sources and Evidence / Historical Interpretation	Use non-fiction books and photographs to find out about events, objects and people in the past. Formulate questions to ask an adult about the past.	Know that photos, books, pictures and diary extracts can be used to learn about the past. Know what an 'artefact' is – and why they are useful. Know what a 'replica' is and why they are used	Know that the information we use to learn about the past is called a historical source.	Know what a primary and secondary (or interpretation) historical source is.	Know what a secondary (or interpretation) historical source is. Know that different sources may suggest different ideas and interpretations. Understand that knowledge about the past is created through using a variety of sources.	know that different historical questions may require different types of source in order to attempt to answer them. Know that it is not a historian's job to judge reliability of a source in isolation, but to USE at a range of sources to analyse a situation / event / person	Select sources independently to answer historical questions – and justify their selection.

Year Group	Autumn	Spring	Summer
EYFS	All About Me	Changes in our Lives	Our Celebrations
Year 1	<u>Significant People and Events</u> Elizabeth II – What was her life like? <i>significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally.</i>	<u>Significant explorers</u> Why are explorers significant? Person: Captain Cook <i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>	<u>Photographs from History</u> What can they tell us about Britain's recent past? <i>significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally</i>
Year 2	<u>Significant People and Events</u> Which was worse, the Great Fire of London or Gateshead? Event: The Great Fire of London Event: The great fire of Gateshead <i>significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally</i>	<u>Significant People and events</u> Did the train make the North East better? Event: The steam engine (linked to local History George Stephenson) <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally</i>	<u>Courageous Advocates 1900 -1970</u> Are activists always liked? Suggested activists Person: Rosa Parks Person: Emily Davison Person: Martin Luther King Person: Paul Stephenson the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Year 3	<u>Ancient Egypt</u> What did the Ancient Egyptian's believe? <i>Three achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</i>	<u>Stone age to Iron age</u> How did lives change during the Stone Age to Iron Age periods? <i>Changes in Britain from the Stone Age to the Iron Age.</i>	<u>The Ancient Greeks</u> How have the Greeks shaped the world now? <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i>
Year 4	<u>The Roman Empire</u> What did it mean to be a Roman? <i>the Roman Empire and its impact on Britain</i>	<u>Roman Britain (Local History)</u> What can we see today that is influenced by the Romans? <i>the Roman Empire and its impact on Britain a local history study.</i>	<u>The Anglo- Saxons</u> Did Britain improve once the Romans left?? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots</i>
Year 5	<u>The Vikings</u> Why did the Vikings want to control Britain? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<u>The Tudors (1485 – 1603)</u> Was the Tudor Period good for Britain? <i>a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.</i>	<u>The achievements of the earliest civilisations Benin : West Africa</u> Why have people argued about the Benin Bronzes? <i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>
Year 6	<u>World War I</u> <i>The Great War: How did the Great War affect local people and their communities.</i>	<u>The Second World War</u> WW2, the deadliest conflict ever?	<u>How did the Victorian era impact our Local Area?</u>

EYFS History Long Term Plan

EYFS Aims

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early historical skills. The aims and content address a number of key historical concepts of chronological awareness. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language.

The aims of our EYFS curriculum is to develop children's early historical skills by providing rich experiences to promote the following;

- Beginning to use historical based language – language associated with the passage of time.
- Developing a sense of historical enquiry.
- Comparison and contrast, similarity and differences.
- Historical narrative and sequence and a sense of chronology and duration.
- An introduction to handling artefacts and the use of evidence.
- Developing the concept of cause & consequence to moderate their own behaviour and see how their behaviour can impact on others

ELG Content

ELG: Past and Present

Pupils should be given the opportunity to:

- Talk about the lives of people around them and their roles in society,
- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class,
- Recall soe important narratives, characters and figures from the past encountered in books they have read in class.

Autumn	Spring	Summer
All About Me Possible Questions: What is a timeline? How have I changed? What did our parents look like as babies?	Changes in Our Lives Possible Questions: What do we wear in each season? What do we wear at different points in the day?	Our Celebrations Possible Questions: What do we celebrate at school and at home? What have we done in the school year so far? When do we celebrate our birthdays?
Significant events and people to be celebrated throughout the year:		
Person: Guy Fawkes Event: Bonfire Night	Person: King Charles III Event: King's Coronation	Person: St. George Event: St. George's Day
Key Vocabulary	Key Vocabulary	Key Vocabulary
N – order, then, now, grow, baby, family R – sequence, time, change, toddler, parent	N – winter, summer, before, now, important R – season, change, past, present, significant	N – celebrate, special, time, knight R – review, previous, occasion, figure
Suggested Texts	Suggested Texts	Suggested Texts
Once There Were Giants by Martin Waddell The Growing Story by Ruth Krauss and Helen Oxenbury Remember, remember the fifth of November by Deborah Webb (NF)	Never take a bear to school by Mark Sperring Tree: Seasons Come, Seasons Go by Patricia Haggerty King Charles – Little People, Big Dreams by Maria Vegara	George and the Dragon by Chris Wormel Starting School by Janet and Alan Alhberg You Must Bring a Hat by Simon Philips

Year One History Long Term Plan

Autumn	Spring	Summer
<u>Significant People and Events</u> Elizabeth II: What was her life like? <i>-Significant historical events, people and places in their own locality. -Events beyond living memory that are significant nationally or globally. -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i>	<u>Significant explorers</u> Why are explorers significant? Person: Captain Cook <i>-Significant historical events, people and places in their own locality. -Events beyond living memory that are significant nationally or globally. -The lives of significant individuals in the past who have contributed to national and international achievements. [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong]</i>	<u>Photographs from History</u> What can they tell us about Britain's Recent Past? <i>-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>
Vocabulary to remember	Key Vocabulary	Key Vocabulary
Heir Abdicate Radio Accession Coronation Commonwealth	Explorer Discover NASA Expedition Voyage Route Atlantic Ocean Moon Landing Navigate Present Qualities Modern Achievement Astronaut	Photography Photograph Camera Historian Camera film Developed Portrait Victorian Changed Pier
Key knowledge to remember	Key knowledge to remember	Key knowledge to remember
- Moved into succession after Edward (her uncle) abdicated. - Served during WW2 on vehicles and made history with the first radio broadcast. - Married Phillip of Denmark and Greece on November 1947. - One of her roles was Governor of the Church of England and Armed Forces and ruled the Commonwealth. - Died 8th September 2022 after reigning for 70 years (longest reigning monarch).	- Christopher Columbus explored America in 1492. He brought back many of the things he found to Europe. - Captain Cook came from Middlesbrough. He explored Australia and New Zealand on his first voyage aboard The Endeavour. - He also explored Hawaii, where he died in 1799. - Neil Armstrong was the first man on the moon (1969). - There are explorers alive today, such as Tim Peake and Ellen MacArthur.	- Photography was invented around 200 years ago. - Photos are taken with cameras, and there have been lots of different types through their history. - Photos taken of people are called portraits. - Photography tells us clues about the past from the background, the clothing or the items in the photos – such as going to the seaside for holidays.
By the end of KS1		
Pupils will - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - significant historical events, people and places in their own locality.		

Autumn	Spring	Summer
<u>Significant People and Events</u> Which was worse, the Great Fire of London or Gateshead? Event: The Great Fire of London Event: The great fire of Gateshead <i>Significant historical events, people and places in their own locality. Events beyond living memory that are significant nationally or globally</i>	<u>Transport</u> Did the train make the North East better? Event: The steam engine (linked to local History George Stephenson) <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.</i>	<u>Courageous Advocates 1900 -1970</u> Are activists always liked? Suggested activists Person: Rosa Parks Person: Emily Davison Person: Martin Luther King Person: Paul Stephenson the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Key Vocabulary	Key Vocabulary	Key Vocabulary
River Thames Flammable Bakery Floating engines Firebreak River Tyne	Locomotive Railway Steam engine Coal Industrial revolution Travel	Equality Protest Boycott Civil rights Segregation Suffragette
Key knowledge to remember	Key knowledge to remember	Key knowledge
- The fire started in Pudding Lane – in a bakery. - The fire started in 1666. - The fire spread because of dry and windy conditions and wooden buildings. - Only 6 people died officially in the Great Fire of London after burning for 4 days. - Great fire of Gateshead was caused by an explosion in a factory. - Fire did not burn for as long as firefighters from other towns supported. 53 people died.	- George Stephenson invented a train named the Locomotion. - Steam trains helped connect people and travel to new places. - George Stephenson created the first railway (Stockton to Darlington Railway). - Steam trains created lots of new jobs due to move need for coal. - Steam engines played an important part in the industrial revolution as it powered mines and factories.	- Rosa Parks refused to give up her seat in 1955 to a white person as she felt it was unfair. - Emily Davison was a suffragette who fought for woman's rights to vote. - Emily Davison stood in front of the king's horse in 1913 to get attention for the movement. - Martin Luther King gave a famous speech named 'I had a dream' - Paul Stephenson led a bus boycott in 1963 because black people were not allowed to be bus drivers.
By the end of KS1		
Pupils will - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - significant historical events, people and places in their own locality.		

Autumn	Spring	Summer
<u>Ancient Egypt including an overview of achievements of the Ancient Sumer, The Indus Valley and the Shang Dynasty.</u> What did the Ancient Egyptian's believe? <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</i>	<u>Stone age to Iron age</u> How did lives change during the Stone Age to Iron Age periods? <i>Changes in Britain from the Stone Age to the Iron Age.</i>	<u>The Ancient Greeks</u> How have the Greeks shaped the world now? <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i>
Vocabulary to remember	Key Vocabulary	Key Vocabulary
BCE Subjects Hieroglyphics Rosetta Mummification Ancestors	Agriculture Tribe Ard plough Sickle Hillfort Earthworks Beaker people	Sparta Council Mount Olympus Underworld – add to daily life City-state Polis Militaristic
Key knowledge to remember	Key knowledge to remember	Key knowledge to remember
- All of the Ancient civilizations were located around rivers and farming and agriculture helped them to expand and grow into cities. - The Ancient Egyptians believed the Pharaohs to be both Gods and humans. The Pharaohs were buried with treasures that they would take to the afterlife with them. In the Old Kingdom pharaohs were buried in extravagant pyramids, in the middle kingdom the Pharaohs were buried in the Valley of the Kings. - All of the ancient civilizations grew around rivers. The River Nile was vital to the expansion and growth as it provided the people with fertile soils and allowed them to trade with other people. - The Ancient Egyptians developed sophisticated farming methods which allowed them to store food and harvest crops around when the River Nile flooded.	- The Bronze Age began nearly 4000 years ago in Britain when humans started to use bronze. Bronze was more longer lasting and sharper than stone or wood tools. - The Bronze Age was gradually replaced by the Iron Age in Britain approximately 2800 years ago. This happened when iron working began to replace bronze manufacture. - Iron farming tools like the ard plough could be used in heavy clay soils and wetter conditions allowing for more varied crops to be grown. - Iron also allowed the creation of stronger tools, such as axes, meaning further clearing of the wildwood. - Wattle and daub roundhouses occurred in both; farming tools were used in both but were more effective in the Iron Age. - Conflict between groups of people seems to have become more common in the Iron Age as distinct tribes developed.	- The Ancient Greek civilization began c. 900 BCE and lasted until roughly 31 BCE. - By 431 BCE the important city state of Athens was a democracy; Athenians debated and voted on laws in the Assembly. - Men had duties; they had to obey the laws, serve in the army, help run the city, pay taxes and serve on juries. - The Ancient Greeks believed in 12 major gods and goddesses who lived on Mount Olympus. - All the Greek polices spoke the same language and worshipped the same gods; they had a shared culture. - In each polis, a temple was built at the highest point of the city (the acropolis) and each polis had a gymnasium for men to exercise and a theatre where plays are performed
By the end of Lower KS2		
Pupils will know about: - changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - An overview of the first civilizations appeared and a depth study of Ancient Egypt. - How some of these areas link to history of the local area.		

Year Four History Long Term Plan

Autumn	Spring	Summer
The Roman Empire What did it mean to be a Roman? <i>the Roman Empire and its impact on Britain</i>	Roman Britain (Local History) What can we see today that is influenced by the Romans? <i>the Roman Empire and its impact on Britain a local history study.</i>	The Anglo- Saxons Was Britain better when the Roman's left? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots</i>
Vocabulary to remember	Key Vocabulary	Key Vocabulary
Republic Province Dictator Civil war Emperor Constantinople Byzantine Empire	Druids Thatched Hadrian's Wall Hypocaust system Hillfort Amphitheatre Aqueduct	Migrate Kingdom Angles, Saxons and Jutes Missionary Pagan Gaelic
Key knowledge to remember	Key knowledge to remember	Key knowledge to remember
- An important part of early Roman identity was the role of the senate in representing the wishes of the people. - The Punic Wars were fought between Rome and Carthage and made Rome the dominant force in the Mediterranean. - Julius Caesar rose to power as a general and then as dictator of Rome, but was murdered by jealous senators in 44BCE. - Augustus was victorious in the subsequent civil war and became Rome's first emperor. - The empire retained a senate which awarded the emperors their power. - The Roman Empire expanded under the emperors. - The Western Roman Empire fell in 476 CE;	- Celtic buildings were usually thatched, wattle and daub roundhouses. - Evidence of North African Roman soldiers has been found at Hadrian's Wall. - Rich Ancient Romans built villas in the British countryside with expensive mosaics and hypocaust systems for heating. - The largest settlements built by the Celts were small hillforts but the Ancient Romans introduced towns, connected by roads across Britain. - Towns like Cirencester were designed in grids with the forum in the centre some had aqueducts and an amphitheatre. - Many Celtic people adopted Ancient Roman ways of life, but some resisted. - Ancient Roman religions were adopted in Britain but often overlapped with older beliefs.	- The Roman's left Britain in 410 due to other issues in the empire and the Angles and the Saxons had arrived and conquered by 540. - The Anglo-Saxon established 7 kingdoms, and each was ruled by separate kings. - By the 8th century Mercia was the most powerful. - Christianity declined in Britain and the Pope sent Augustine to convert them to Christianity. - The Irish became settlers in Scotland due to new farmland and created their own language and brand of Christianity.
By the end of lower KS2		
Pupils will know about: - changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - An overview of the first civilizations appeared and a depth study of Ancient Egypt. - How some of these areas link to history of the local area.		

Autumn	Spring	Summer
<u>The Vikings</u> Why did the Vikings want to control Britain? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<u>The Tudors</u> Was the Tudor Period good for Britain? <i>a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.</i>	<u>The achievements of the earliest civilisations Benin: West Africa</u> <i>Why have people argued about the Benin Bronzes? a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>
Vocabulary to remember	Key Vocabulary	Key Vocabulary
Danelaw Longboat Raid Stronghold Monk Monastery	Monarchy Reformation Exploration Colonisation Succession Dynasty Dissolution Legacy	Edo Oba Deity Benin Plaques repatriation
Key knowledge to remember	Key knowledge to remember	Key knowledge to remember
• Viking invasion caused huge amounts of conflict in Britain over 200 years. • The Viking invasion led to advancement in Anglo-Saxon towns and fortifications and them uniting. • The Vikings raided monasteries (Lindisfarne being a significant one). • Alfred made the decision to divide Britain as the Vikings were settled and to create peace and converted the Vikings to Christianity. • The area that the Vikings ruled over in England was called Danelaw. • The Vikings' rules led to changes in place names which are still significant now e.g. Wetherby. • The Vikings and the Anglo-Saxon rule was ended at the Battle of Hastings in 1066.	• The Tudor monarchy made major changes to religion in Britain, especially through the Reformation and the creation of the Church of England. • Exploration and colonisation during the Tudor period expanded Britain's influence but also created conflict and exploitation. • Tudor rulers strengthened the power of the monarchy and created a lasting royal dynasty. • Everyday life in Tudor times was shaped by class and wealth, with very different experiences for rich and poor. • The Tudor period left a legacy that still affects Britain today, from religion and politics to trade and culture.	• The Kingdom of Benin was located in West Africa and was constructed around 1300AD around the same time as The Tudors who ruled Britain. • The Benin Bronzes were metal plaques and sculptures made by the Edo people of the Kingdom of Benin; they have helped historians understand what life was like during this period. Controversially, many of the items were looted and ended up in museums around the world. The heart of the Kingdom of Benin was Benin City and this was well protected by a large wall with towers; important people lived inside the city walls. • The Oba was believed to have divine powers like the Gods. • They lived in the palace and would meet the officials to lead religious ceremonies.
By the end of upper KS2		
Pupils will know about: • a local history study linked to Durham, the Land of the Prince Bishops. • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – This will be done by looking at The Tudors, WW1 and WW2. • Ancient Greece – a study of Greek life and achievements and their influence on the western world • History 192 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		

Autumn	Spring	Summer
World War I Similarity and Difference <i>The Great War: How did the Great War affect local people and their communities.</i>	The Second World War WW2, the deadliest conflict ever? <i>A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.</i>	How did the Victorians Impact our Local Area?
Vocabulary to remember	Key Vocabulary	Key Vocabulary
Allies Treaty Imperial Front Trench 'No Man's Land' Memorial Victoria Cross Home Front Materiel	Axis/Allies Antisemitic Evacuation Ration Home Front Anderson Shelter Operation Overlord Liberation	Industrialisation Infrastructure Urbanisation Innovation Philanthropy Social reform Legacy Heritage
Key knowledge to remember	Key knowledge to remember	Key knowledge to remember
• WWI was a war that took place between 1914 to 1918 and involved countries from across the globe it was the biggest war that had ever been fought at the time which is why it was called the Great War. • Old treaties meant that many different countries were pulled into the war at the same time. • Much of the fighting that British and imperial troops were involved in took place in Belgium and France. • World War One had many fronts; battles were fought on the Western Front, the Eastern Front, in Africa and in Asia. • The Western Front saw the use of trench warfare where the conditions were terrible, and many people suffered. • In some battles, like the Somme in 1917, mass attacks led to thousands of dead or wounded soldiers in a day.	• WW2 officially began in September 1939 when German (Axis) declared war on Poland. Britain and France (Allies) declared war on Germany. • WW2 ended in 1945. • 1.5 million children were evacuated from urban areas to rural areas. • The Battle of Britain was the first military campaign fought in the air entirely. • Woman played a major role in the home front working on planes, radar and ammunition (Aycliffe Angels - Local History). • The Holocaust was the planned killing of the Jewish community during WW2 after being held in concentration camps (e.g. Auschwitz). • Dropping the atomic bomb led to Japan surrendering in August 1945 and changed warfare forever.	• The Victorians brought major changes to Stockton through transport, especially the Stockton & Darlington Railway, which connected the town to wider trade and travel. • Industry in Stockton grew rapidly in the Victorian period, with shipbuilding, ironworks, and factories providing new jobs but also tough working conditions. • Life in Victorian Stockton was very different depending on whether you were rich or poor – children's experiences of work, school, and home life varied greatly. • Victorian reformers and new public services improved living conditions in Stockton, through better housing, schools, hospitals, and sanitation. • The Victorian legacy can still be seen today in Stockton's buildings, transport heritage, and community structures, showing how the past continues to shape the town.
By the end of Upper KS2		
P Pupils will know about: • a local history study linked to Durham, the Land of the Prince Bishops. • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – This will be done by looking at The Tudors, WW1 and WW2. • Ancient Greece – a study of Greek life and achievements and their influence on the western world • History 192 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		