



HISTORY



Claverling
PRIMARY SCHOOL

HISTORY AT CLAVERING

AT CLAVERING, WE BELIEVE HISTORY IS MORE THAN JUST FACTS AND DATES. IT'S ABOUT BRINGING THE PAST TO LIFE IN EXCITING AND MEANINGFUL WAYS! OUR HISTORY CURRICULUM IS DESIGNED TO SPARK CURIOSITY, INSPIRE YOUNG MINDS, AND HELP OUR CHILDREN SEE HOW THEIR COMMUNITY IN HARTLEPOOL CONNECTS TO THE WIDER WORLD. WE WANT OUR STUDENTS TO EXPLORE THE INCREDIBLE STORIES OF THE PAST AND DEVELOP A DEEP SENSE OF IDENTITY AND PRIDE IN BOTH THEIR LOCAL HERITAGE AND THE RICH TAPESTRY OF GLOBAL HISTORY.

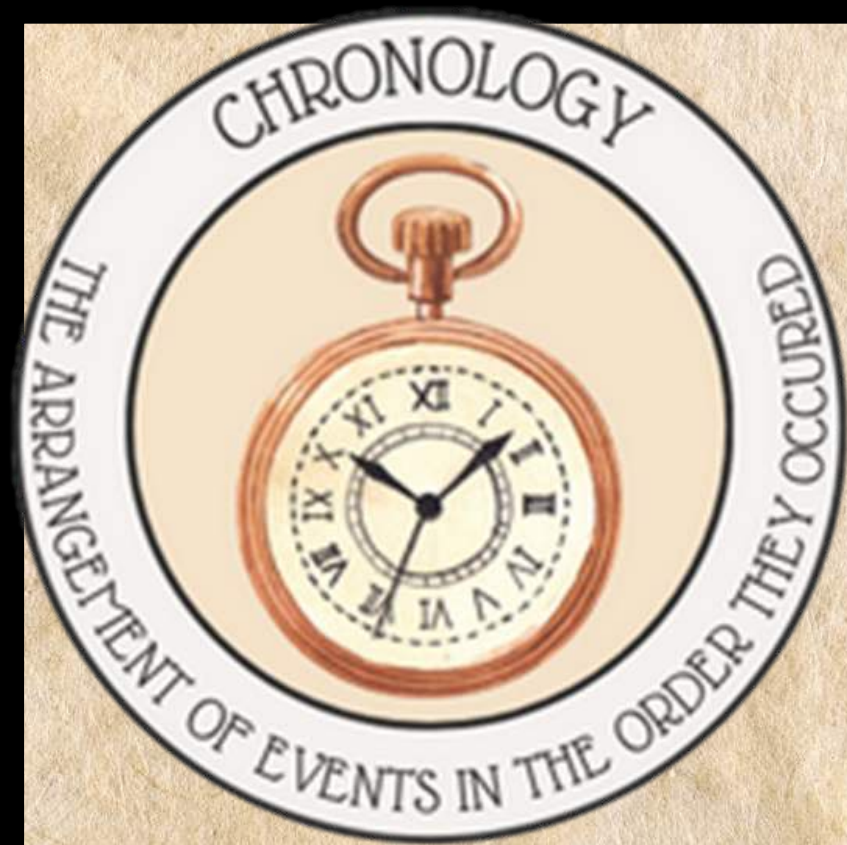


THE BIG IDEAS

WE FOCUS ON BIG IDEAS THAT WILL HELP CHILDREN 'CONNECT THE DOTS' OF HISTORY IN FUN AND ENGAGING WAYS:



CHRONOLOGY



CHRONOLOGY IS THE ORDER IN WHICH EVENTS HAPPENED OVER TIME, LIKE KNOWING THE ANCIENT EGYPTIANS BUILT PYRAMIDS BEFORE THE ROMANS RULED BRITAIN OR THAT QUEEN VICTORIA LIVED BEFORE WORLD WAR II.

THE BIG IDEA

LEGACY

LEGACY IS WHAT PEOPLE OR GROUPS FROM THE PAST HAVE LEFT BEHIND SUCH AS THE PYRAMIDS OF EGYPT, ROMAN ROADS, GREEK DEMOCRACY, MAYAN CALENDARS, OR VICTORIAN INVENTIONS THAT STILL INFLUENCE AND SHAPE OUR LIVES TODAY.



THE BIG IDEA

CIVILISATION



CIVILISATIONS ARE GROUPS OF PEOPLE WHO LIVED IN ORGANIZED SOCIETIES, LIKE THE ANCIENT EGYPTIANS WITH THEIR PYRAMIDS, THE ROMANS WITH THEIR CITIES AND ROADS, OR THE MAYANS WITH THEIR CALENDARS, AND WE COMPARE THEM TO UNDERSTAND HOW THEY LIVED, THEIR ACHIEVEMENTS, AND WHY THEY WERE IMPORTANT IN SHAPING HISTORY



THE BIG IDEA

EMPIRE



AN EMPIRE IS A GROUP OF COUNTRIES OR AREAS RULED BY ONE LEADER OR COUNTRY, LIKE THE ROMAN EMPIRE THAT CONTROLLED BRITAIN LONG AGO, OR THE BRITISH EMPIRE DURING THE VICTORIAN ERA.



THE BIG IDEA

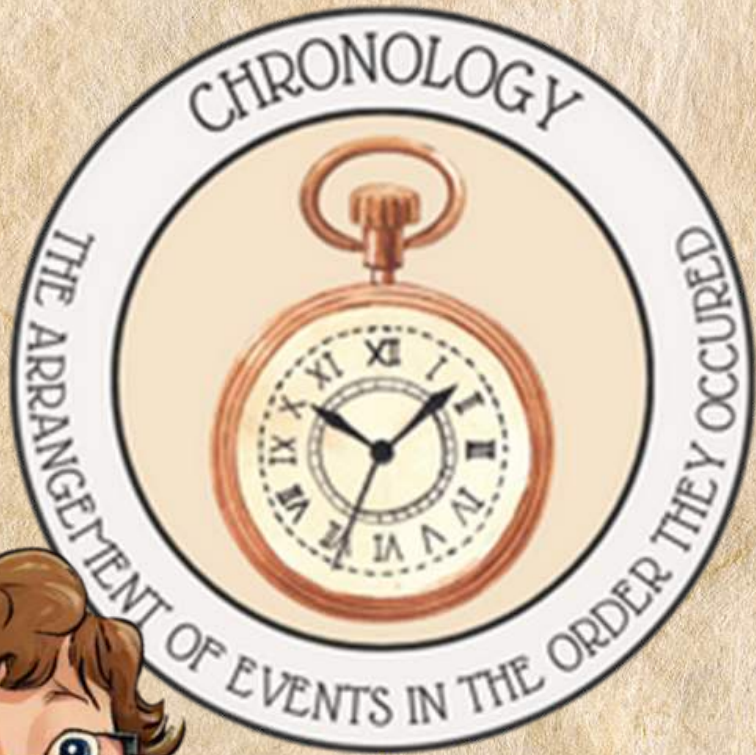
INFLUENCE AND POWER

POWER AND INFLUENCE IN HISTORY IS ABOUT HOW PEOPLE, LEADERS, OR GROUPS HAVE CONTROLLED OR AFFECTED OTHERS, LIKE THE POWER OF ROMAN RULERS OVER THEIR EMPIRE, THE INFLUENCE OF GREEK IDEAS ON MODERN DEMOCRACY, OR QUEEN VICTORIA'S ROLE IN SHAPING THE BRITISH EMPIRE.



THE BIG IDEA

WHAT DO THE BIG IDEAS LOOK LIKE IN CLASSROOMS?



CHRONOLOGY: FROM THE ANCIENT ROMANS MARCHING ACROSS BRITAIN TO THE MAYANS BUILDING PYRAMIDS IN CENTRAL AMERICA AND THE ANCIENT GREEKS DEBATING IN THEIR CITY-STATES, WE'LL TAKE STUDENTS ON A TIME-TRAVELING ADVENTURE TO EXPLORE HOW DIFFERENT CIVILISATIONS DEVELOPED OVER THE CENTURIES AND WHERE HARTLEPOOL FITS INTO THE GRAND TIMELINE OF HISTORY!



WHAT DO THE BIG IDEAS LOOK LIKE IN CLASSROOMS?



CIVILISATIONS (HOW PEOPLE LIVED): WHAT DID CHILDREN IN ROMAN BRITAIN DO FOR FUN? HOW DID FAMILIES LIVE IN ANCIENT GREECE? OUR STUDENTS WILL DIVE INTO THE EVERYDAY LIVES OF PEOPLE THROUGHOUT HISTORY, FROM THE ROMAN SOLDIERS WHO ONCE WALKED BRITAIN'S ROADS TO THE MAYAN ARCHITECTS WHO BUILT MASSIVE TEMPLES. WE'LL MAKE HISTORY FEEL REAL BY COMPARING THE PAST TO OUR LIVES TODAY, AND EVEN LOOK AT WHAT LIFE WAS LIKE FOR PEOPLE IN HARTLEPOOL DURING KEY MOMENTS IN HISTORY!

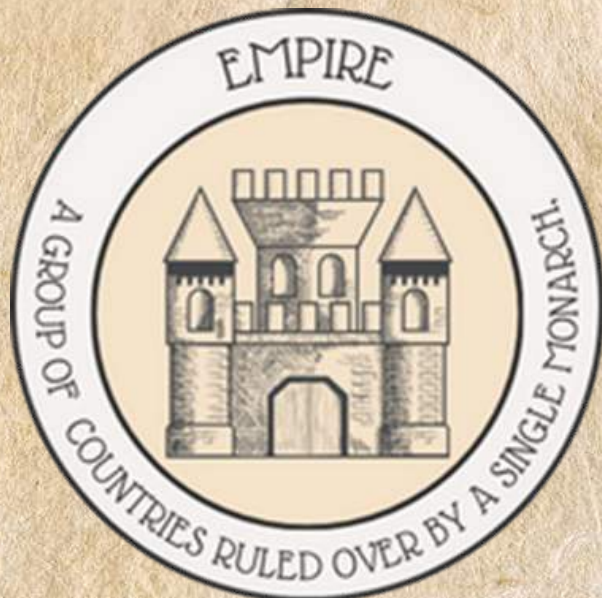


LEGACY: EVER WONDERED WHAT THE ROMANS LEFT BEHIND? OR HOW ANCIENT GREECE STILL INFLUENCES OUR WORLD TODAY? OUR CHILDREN WILL DISCOVER HOW GREAT CIVILISATIONS LIKE THE ROMANS, GREEKS, AND MAYANS HAVE LEFT LASTING MARKS ON OUR WORLD, AND EVEN HOW HARTLEPOOL'S OWN HISTORY HAS SHAPED THE TOWN THEY LIVE IN TODAY!

WHAT DO THE BIG IDEAS LOOK LIKE IN CLASSROOMS?



POWER AND INFLUENCE: WHO HELD THE POWER, AND HOW DID THEY USE IT? WHETHER IT'S THE ROMAN EMPERORS, THE DEMOCRATIC CITY-STATES OF GREECE, OR THE MIGHTY MAYAN RULERS, OUR CHILDREN WILL LEARN ABOUT HOW DECISIONS WERE MADE IN ANCIENT TIMES AND THEY'LL EVEN SEE HOW POWER SHAPED HARTLEPOOL'S OWN FASCINATING PAST!



EMPIRE: OUR STUDENTS WILL EXPLORE THE RISE AND FALL OF EMPIRES, FROM THE MIGHTY ROMANS WHO RULED BRITAIN TO THE MAYANS OF CENTRAL AMERICA. THEY'LL ALSO DISCOVER HOW HARTLEPOOL'S OWN STORY IS LINKED TO THE BRITISH EMPIRE, LEARNING ABOUT THE LOCAL INDUSTRIES THAT CONNECTED THE TOWN TO THE REST OF THE WORLD.

HISTORY



THROUGH FUN, HANDS-ON ACTIVITIES, ENGAGING LESSONS, AND VISITS TO LOCAL SITES LIKE THE HEUGH BATTERY AND THE NATIONAL MUSEUM OF THE ROYAL NAVY, WE AIM TO MAKE HISTORY A SUBJECT THAT CHILDREN LOVE. THEY'LL LEARN THROUGH STORYTELLING, INTERACTIVE PROJECTS, AND BY EXPLORING REAL-WORLD CONNECTIONS TO THEIR OWN COMMUNITY.

BY STUDYING HISTORY, OUR CHILDREN WILL DEVELOP IMPORTANT SKILLS LIKE CRITICAL THINKING AND PROBLEM-SOLVING, BUT MOST IMPORTANTLY, THEY'LL GAIN A LIFELONG APPRECIATION FOR HOW THE PAST HAS SHAPED THE WORLD AROUND THEM. WHETHER THEY'RE LEARNING ABOUT THE ROMANS, THE GREEKS, THE MAYANS, OR HARTLEPOOL'S OWN RICH HISTORY, OUR GOAL IS TO MAKE HISTORY EXCITING, RELEVANT, AND FUN FOR EVERY CHILD.



WHAT DOES THIS LOOK LIKE IN YEAR 1?

How is my History different to yours?

Big Idea: Chronology – What is the past?

The past means anything that has already happened. Now is the present – and the future hasn't happened yet!

You were born in the past – maybe 5 or 6 years ago. Some things in your life happened last year, some this year, and some are still to come.

What has happened in my life so far?

You can make a timeline of your life with photos or drawings:

When you were born

When you crawled or walked

Your first tooth

A birthday party

Your first day at school

When a baby brother or sister was born

A time you were brave (like a visit to the doctor!)

How do I compare with my teacher and other adults?

Your teacher was born before you – their timeline is longer!

Ask your teacher what life was like when they were your age.

Were their toys the same? Did they go to the same school?

What has changed between their life and yours?

Legacy – What do we remember?

Your life story is special – it tells people who you are. Even though you're young, you're already making memories.

We remember important moments and people from the past.

This is called your personal history.



WHAT DOES THIS LOOK LIKE IN YEAR 1?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources: Chronology
What does 'the past' mean?	Chronology	The past means things that have already happened. The present is now, and the future hasn't happened yet.	Understand the difference between past, present, and future.	Stories, simple explanations, daily routines.
What important things have happened in my life?	Chronology	Your birth, first steps, losing a tooth, birthdays, first day of school, family changes.	Recall and order personal events.	Photos, drawings, family stories.
How can I make a timeline of my life?	Chronology	A timeline shows the order of important events in your life using pictures or drawings.	Create a simple timeline with sequencing skills.	Photos, drawings, timeline templates.
What was life like when my teacher was little?	Chronology	Teachers grew up in the past; their toys and schools were different from today.	Compare and contrast past and present experiences.	Talk, photos of old toys and schools, videos.
How has life changed from when my teacher was little?	Chronology	Some things are different now (toys, technology), some things are the same (family, friends).	Talk about changes over time and recognize continuity.	Conversations, old and new objects or pictures.
Why do we remember our past?	Legacy	Memories and stories help us know who we are and where we come from; this is called our personal history.	Understand the importance of remembering events and people.	Family stories, special photos, keepsakes.



WHAT DOES THIS LOOK LIKE IN YEAR 1?

How did George Stephenson change the way we live today?

Big Idea: Chronology – When did George Stephenson live?

- George Stephenson lived a long time ago, from 1781 to 1848 – over 200 years ago.
- He was born before your grandparents, during the time called the Industrial Revolution.
- He was from Northumberland, not far from Hartlepool.
- He lived before Queen Victoria and before cars and aeroplanes were invented!

Big Idea: Legacy

- What did George Stephenson leave behind? Does this make him significant?
- Do we always have to leave a **Legacy** to be significant?
- A legacy is something that someone leaves behind to help others or to be remembered.
- George Stephenson is remembered as the “Father of the Railways.”
- He made trains faster and safer. His most famous train was called Stephenson’s Rocket.
- Because of him, people could travel, send letters, and move goods much more quickly.
- We still use railways and train stations today – that’s part of his legacy!

Big Idea: Legacy

- Why were his ideas important?
- Before trains, people and goods moved slowly using horses or boats.
- George’s ideas helped factories and towns grow by connecting places by rail.
- The North East became a busy area for coal, shipbuilding, and steel.
- Railways helped Britain grow into a strong country during the Industrial Revolution.

Local History – What happened in Hartlepool?

- Hartlepool was one of the towns that grew during the time of George Stephenson.
- The town became important for shipbuilding and coal exports, helped by the new railways.
- Trains brought coal from nearby mines to Hartlepool’s docks, where it could be sent around the world.
- West Hartlepool was built in the 1800s and grew quickly because of industry and the railway.
- The railway made it easier for workers, goods, and materials to travel to and from the town.
- Today, you can still see old railway lines, buildings, and stations from that time.



WHAT DOES THIS LOOK LIKE IN YEAR 1?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources: Chronology & Evidence
When did George Stephenson live?	Chronology	George Stephenson lived from 1781 to 1848, over 200 years ago, during the Industrial Revolution.	Understand that he lived long ago, before cars and planes.	Simple timelines, comparing past and present.
Where was George Stephenson from?	Local History	He was born in Northumberland, near Hartlepool, before Queen Victoria's time.	Locate places on a map, link to local area.	Maps, photos of Northumberland and Hartlepool.
What did George Stephenson invent?	Legacy	He made trains faster and safer; his famous train was called Stephenson's Rocket.	Talk about inventions and their impact.	Pictures, models or videos of trains and Stephenson's Rocket.
Why were railways important in the past?	Legacy	Railways helped people and goods travel faster than horses or boats, growing towns and factories.	Understand cause and effect, explain why trains helped towns grow.	Simple cause/effect discussions, historical photos.
How did railways change Hartlepool?	Local History & Legacy	Railways helped Hartlepool grow as a shipbuilding and coal port; goods and workers moved easily.	Connect local history to bigger changes.	Local maps, old photos of Hartlepool docks and railways.
How do we know about George Stephenson today?	Using Evidence	We learn from old pictures, stories, railway buildings, and museums about his life and work.	Explore sources and ask questions about the past.	Photos, stories, museum visits or videos.



WHAT DOES THIS LOOK LIKE IN YEAR 1?

Why is Grace Darling significant and is the RNLI part of her legacy?

Big Idea: Chronology –

When did Grace Darling live?

- Grace Darling was born a long time ago, in 1815 — more than 200 years ago.
- She lived during the same time as George Stephenson and Queen Victoria.
- She died in 1842, at just 27 years old.
- She lived before our grandparents and before modern lifeboats and radios existed.

Big Idea: Legacy – What did Grace Darling leave behind?

- A legacy is something someone is remembered for because it changed things for the future.
- Grace is remembered for being brave and kind — she helped rescue people from a shipwreck in 1838.
- People were so inspired by her bravery that they donated money to lifeboat charities.
- Her story helped to grow support for the RNLI (Royal National Lifeboat Institution), which now saves lives at sea all around the UK.
- Today, lifeboats, medals, museums, and statues help us remember her.
- Lifeboats used to be big rowing boats — not like the fast, modern ones today.

Why did she become significant? Why did people listen to her story?

- Grace was not royal or rich, but her courage made people pay attention.
- Queen Victoria gave her £50, and she was awarded medals for bravery.
- Her story was shared in newspapers and paintings across the country.
- Her actions inspired others to support saving lives at sea.

Life in the Lighthouse – Where did Grace live?

- Grace Darling was born in Bamburgh, on the Northumberland coast.
- Her family first lived on Brownsman Island and later moved to Longstone Island, both part of the Farne Islands.
- These islands are in the North Sea, near the town of Seahouses.
- Her father was the lighthouse keeper, and Grace helped him with chores like cleaning the lamp and fetching water.
- Life there was quiet and isolated — they had no shops, electricity, or roads.
- The sea was rough, and they often had to row a boat to get supplies.

The RNLI and Lifeboats

- The first lifeboat was made in 1785, but the RNLI started in 1824.
- People didn't support it much at first — until stories like Grace's showed how important sea rescue was.
- The Zetland lifeboat in Redcar is the oldest lifeboat and is now in a museum.



WHAT DOES THIS LOOK LIKE IN YEAR 1?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources: Chronology & Evidence
When did Grace Darling live?	Chronology	Grace Darling lived from 1815 to 1842, over 200 years ago, around the same time as George Stephenson and Queen Victoria.	Understand she lived long ago, before modern lifeboats and radios.	Simple timelines, comparing past and present.
Why is Grace Darling remembered?	Legacy	Grace is remembered for her bravery rescuing shipwreck survivors; she inspired people to support lifeboat safety.	Talk about what makes someone important or significant.	Stories, medals, paintings, and newspaper reports.
Where did Grace Darling live?	Local History	She lived on the Farne Islands, near Bamburgh and Seahouses, in a lighthouse where life was quiet and hard.	Learn about life in different places and times.	Maps, pictures of lighthouses, islands, and boats.
What was life like in the lighthouse?	Local History	No shops or electricity; Grace helped her dad with chores and the sea was often rough, needing boats for supplies.	Describe daily life in the past.	Photos, drawings, and stories about lighthouse life.
What is the RNLI and why was it important?	Legacy & Influence	RNLI began in 1824 to save lives at sea; Grace's bravery helped people care about lifeboats and sea rescue.	Understand cause and effect: how stories change people's minds.	Information about the RNLI, old lifeboats like Zetland.
How do we remember Grace Darling today?	Using Evidence	Museums, medals, statues, and stories keep Grace's memory alive and teach us about her bravery.	Explore sources and ask questions about the past.	Visits to museums, photos of statues, medals, and paintings.



WHAT DOES THIS LOOK LIKE IN YEAR 2?

What was the Great Fire of London and what do primary sources tell us about it?

Chronology

- The Great Fire of London happened in the year 1666 — over 350 years ago!
- This was a long time before cars, phones, or electricity.
- At the same time, people in other parts of Britain, like Gateshead and Hartlepool, lived in smaller towns with lots of wooden buildings.

Civilisation

- In 1666, London was a busy city with many houses made of wood and straw, packed closely together.
- Streets were narrow and crowded, which made it easier for fires to spread.
- The fire started in a bakery on Pudding Lane and quickly spread because of dry weather and strong winds.
- People tried to stop the fire by breaking down houses, but the fire was very powerful.
- Nearby towns like Gateshead and Hartlepool did not have fires this big, but they also had wooden buildings.

Legacy

- 🔥 What happened after the fire?
- Much of London was destroyed, including homes, shops, and the famous St Paul's Cathedral.
- After the fire, people rebuilt London using brick and stone to stop future fires spreading so easily.
- New rules were made about building houses to make cities safer.
- This fire changed how cities were built and kept people safer.
- We still remember the Great Fire today with memorials and stories.
- The fire showed how important it is to build safely and plan cities carefully.
- Places like Hartlepool learned from big fires to keep their towns safe too.

Using Evidence

We learn about the Great Fire from old drawings, paintings, letters, and diaries written by people who saw it happen. These are called primary sources — they tell us what people felt and saw at the time.

We also use maps to see how London looked before and after the fire.

Looking at different sources helps us understand the event better.



WHAT DOES THIS LOOK LIKE IN YEAR 2?

Enquiry Question	Big Idea	Key Knowledge	Key Skills
What was the Great Fire of London?	Chronology	- Happened in 1666 in London- Fire started in a bakery on Pudding Lane - Lasted for 4 days	- Order events- Use simple timelines
What was London like in 1666?	Civilisation	- Houses made of wood and very close together - Streets were narrow - No fire brigade like today	- Compare past and present
How do we know about London and what happened?	Using Evidence	Look at Samuel Pepys' diary, paintings, witness accounts	Ask questions- Use simple evidence. Understand Primary Sources
What caused the Great Fire of London?	Using Evidence	- Started by a fire in Thomas Farriner's bakery - Hot summer and wooden houses helped fire spread	- Ask questions- Use simple evidence
Why did the fire spread so quickly?	Power and Influence	- No fire service- Strong wind- Houses too close together- Buckets and leather pumps were not enough	- Explain causes- Sequence events
What was left of London after the Great Fire?	Legacy	- Many buildings destroyed including St Paul's Cathedral - Lots of people left homeless	- Describe consequences
What changed as a result of the Great Fire?	Legacy	- Buildings made from stone and brick after- Wider streets and firefighting improvements	- Discuss changes- Give simple reasons



WHAT DOES THIS LOOK LIKE IN YEAR 2?

What is the legacy of Captain James Cook?

Chronology

Captain James Cook was born in 1728, nearly 300 years ago.

- He lived during the time when explorers were sailing around the world.
- He was born in Marton (now part of Middlesbrough), which is very close to Hartlepool.
- His voyages happened after the Romans and Vikings, but before Queen Victoria.

Why is Captain James Cook a significant figure?

- Captain Cook was a famous explorer and sea captain.
- He is best known for exploring Australia, New Zealand, and the Pacific Islands.
- He helped people in Britain learn about new parts of the world.

Civilisation

- Life on board the ship
- Life on a ship was cramped and tough.
- Sailors ate dried or salted food, and spent months away from home.
- They had to be strong and brave to survive long sea journeys.f!

Legacy and Acheivements

- Legacy means what someone leaves behind after they are gone — how they are remembered and what they changed.
- Captain Cook's legacy is all the things he discovered, mapped, and recorded that helped people learn about the world.
- His maps and diaries are still used by historians today.
- Places around the world, like Cook Islands and Cook Strait, are named after him.
- Schools, museums, and statues have been made to remember him — including the Captain Cook Birthplace Museum near Hartlepool.
- His voyages helped Britain become a more powerful country, but they also had a big effect on the people and places he visited — this part of his legacy is also important to talk about.

Using Evidence

- We learn about Captain Cook from diaries he wrote, maps he made, and objects he brought back.
- These are called primary sources — they give us real clues from the time.
- People also wrote about him later in books and articles, called secondary sources.
- Captain Cook Birthplace Museum o see some of this evidence.



WHAT DOES THIS LOOK LIKE IN YEAR 2?

Enquiry Question	Big Idea	Key Knowledge	Key Skills
Who was Captain James Cook and what is he most famous for?	Chronology / Legacy	- Born in Yorkshire in 1728 - Famous explorer and map-maker- First European to map New Zealand and the east coast of Australia	- Place on timeline- Talk about his importance
Where did Captain Cook travel to and why?	Legacy	- Travelled on the Endeavour and other ships- Explored the Pacific Ocean - Wanted to make maps and discover new lands	- Use maps- Describe reasons for travel
What was life like for Captain Cook on board a ship?	Civilisation	- Lived with a crew in small spaces- Faced illnesses like scurvy - Ate simple food like dried meat and biscuits	- Compare past and present life
How do we know about how Captain Cook explored the world?	Using Evidence	- We have his journals , maps, drawings- His crew wrote diaries and letters	- Look at different sources- Ask questions
What were the most significant achievements of Cook's journeys?	Legacy	- Helped improve maps- Influenced later explorers- Met new people, but also began difficult changes for local people in new lands	- Identify achievements- Talk about impact
Why and how do we remember Captain James Cook today?	Legacy / Local History	- Statues and museums (e.g. in Whitby and Great Ayton)- Schools and places named after him- Still studied in schools	- Talk about remembrance- Link to local area



WHAT DOES THIS LOOK LIKE IN YEAR 2?

What do Queen Elizabeth II and Queen Victoria have in common?

Chronology

A monarch is a king or queen who rules a country.

Queen Victoria ruled a long time ago, from 1837 to 1901 – this is not within living memory (no one alive today remembers it).

Queen Elizabeth II ruled from 1952 to 2022 – this is within living memory, which is usually described as 100 years (some children, parents, and grandparents remember her being Queen).

Queen Elizabeth II was Queen for 70 years, even longer than Queen Victoria!

They lived in different times, but both were very important in British history.

What Makes Someone Significant?

- A person is significant if they helped change things, were a strong leader, or are still remembered today.
- Queen Victoria and Queen Elizabeth II were both role models, and important to their people.

Power and Influence

Both queens were leaders who helped represent Britain at home and around the world.

Queen Victoria ruled during a time when Britain had a big empire and many changes were happening (trains, factories, and new inventions). Queen Elizabeth II met many world leaders and helped keep traditions and unity during modern times.

They were both symbols of their country and were respected by many people.

Legacy

Legacy means what someone leaves behind after their time. We remember Queen Victoria through things like Victorian buildings, schools, and museums.

We remember Queen Elizabeth II through things like jubilees, coins, and the way she served for so long.

Both queens are taught about in schools because they were significant – they made a big difference and are still remembered today.

Using Evidence

- We learn about Queen Victoria from paintings, old photographs, letters, buildings, and things from the Victorian era.
- We learn about Queen Elizabeth II from videos, TV clips, news articles, coins, and people's memories.
- These are called sources – they help us find out what life was like and what the queens did.
- Asking questions like “Who made this?” and “Why?” helps us understand the past better.



WHAT DOES THIS LOOK LIKE IN YEAR 2?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources
What is a monarch and what do they do?	Power and Influence	- A monarch is a king or queen - Monarchs lead a country - Some have more power than others (past vs. present)	- Identifying roles - Using simple vocabulary	- Crowns, photos, paintings, storybooks
Who was Queen Victoria and when did she live?	Chronology	- Queen Victoria ruled from 1837 to 1901 - She lived a long time ago - She had 9 children and was very important	- Placing events on a simple timeline	- Portraits, coins, stamps, storybooks
Who was Queen Elizabeth II and what was she like?	Chronology	- Queen Elizabeth II ruled from 1952 to 2022 - She was the UK's longest-reigning monarch - Loved corgis and her country	- Making comparisons - Asking questions	- Photos, videos, news clippings, Jubilee memorabilia
What changed during Queen Victoria's reign?	Legacy	- Railways, factories, and schools were built - The British Empire grew - Many children had to work	- Recognising changes over time	- Victorian artefacts - Old toys, clothes, school items
What changed during Queen Elizabeth II's reign?	Legacy	- People had TVs, internet, and cars - Space travel and healthcare improved - The UK became more diverse	- Describing the past and present	- Jubilee celebrations, modern artefacts, family interviews
What do Queen Victoria and Queen Elizabeth II have in common?	Using Evidence	- Both were female monarchs - Both reigned for a long time - They are remembered and respected	- Comparing lives - Using simple evidence	- Venn diagram, sorting activity, photos of each queen



WHAT DOES THIS LOOK LIKE IN YEAR 3?

What can we learn about the achievements of the ancient Egyptians from primary sources?

Chronology

- Ancient Egypt began around 3100 BCE and lasted until 30 BCE.
- It lasted for over 3,000 years, one of the longest civilisations in history.
- At the same time:
- The Sumerians and Indus Valley were developing.
- In Britain, people were in the Stone Age and later the Bronze Age.
- Egypt was already ancient by the time of the Romans and Greeks.

Civilisation

- The Egyptians settled near the River Nile, which gave water, transport, and rich soil for crops.
- They used irrigation, a calendar, and special tools to grow food successfully.
- They built huge temples, pyramids, and cities using stone and clever design.
- They invented hieroglyphic writing to record laws, stories, and religion.

Empire

- Egypt was once a powerful empire that ruled lands beyond its borders (in modern-day Sudan, Libya, and parts of the Middle East).
- The empire gained wealth by trading and sometimes through conquest.
- Egypt's power and riches helped build grand monuments and spread Egyptian culture.
- Foreign rulers (like the Hyksos and later the Romans) eventually took control of Egypt, showing how empires rise and fall.

Power and Influence

- Pharaohs were rulers with total power — seen as gods on Earth.
- They ordered the building of tombs, temples, and statues to show strength and be remembered forever.
- The organisation of farming, building, and religion needed powerful leadership and well-trained workers like scribes and priests.
- Beliefs about life after death gave pharaohs and priests even more influence over the people.

Legacy

- The pyramids, mummies, and ancient temples are still standing today.
- Ancient Egyptian inventions influenced writing, medicine, maths, and agriculture.
- Their ideas about death, the soul, and the afterlife still fascinate people today.
- Our 365-day calendar, some types of surgery, and record-keeping all trace back to Egypt.

Using Evidence

- We know about Egypt from:
- Artefacts: statues, tools, jewellery, and tomb objects.
- Hieroglyphics: writing on tomb walls and scrolls (like the *Book of the Dead*).
- Buildings: pyramids, temples, and burial sites.
- Mummies: preserved bodies showing religion, science, and beliefs.
- Archaeologists and historians ask: Who made this? Why? What does it show about their lives?



WHAT DOES THIS LOOK LIKE IN YEAR 3?

Enquiry Question	Big Ideas	Key Learning	Skills	Sources
Who were the ancient Egyptians and why did they settle along the Nile?	Chronology, Civilisation	<ul style="list-style-type: none">- Place Egypt on a timeline- Understand importance of the Nile- Explore structure of Egyptian society	<ul style="list-style-type: none">- Timeline ordering- Map work- Explaining settlement choices	<ul style="list-style-type: none">- Ancient maps- Satellite/Nile photos- Interpretations from archaeologists
What can we learn about ancient Egyptian achievements in food and farming?	Civilisation, Legacy	<ul style="list-style-type: none">- Use of irrigation and Nile- Types of crops grown- Role of farming in Egyptian society	<ul style="list-style-type: none">- Interpreting visual sources- Making links with environment- Asking questions	<ul style="list-style-type: none">- Wall paintings- Replica farming tools- Granary and harvest models
What can we learn about ancient Egyptian achievements in construction?	Power and Influence, Legacy	<ul style="list-style-type: none">- How pyramids and temples were built- Pharaohs' use of construction to show power- Labour organisation	<ul style="list-style-type: none">- Comparing structures- Drawing conclusions from evidence	<ul style="list-style-type: none">- Pyramid photos- Construction diagrams- Ancient builders' accounts
What can we learn about ancient Egyptian writing?	Using Evidence, Legacy	<ul style="list-style-type: none">- Understand hieroglyphs- Role of writing in society- Importance of the Rosetta Stone	<ul style="list-style-type: none">- Decoding simple hieroglyphs- Source-matching- Interpreting meaning	<ul style="list-style-type: none">- Hieroglyph inscriptions- Rosetta Stone image- Papyrus scrolls
What did the ancient Egyptians believe about life after death and how do we know?	Civilisation, Belief, Legacy	<ul style="list-style-type: none">- Mummification and burials- Book of the Dead- Beliefs about the afterlife	<ul style="list-style-type: none">- Inferring beliefs- Interpreting symbols- Comparing belief systems	<ul style="list-style-type: none">- Tomb paintings- Burial artefacts (e.g. canopic jars)- Book of the Dead excerpts
What have we learned from what has survived?	Legacy, Using Evidence	<ul style="list-style-type: none">- How evidence helps us understand- What's missing or uncertain- Summarise ancient Egypt's key achievements	<ul style="list-style-type: none">- Evaluating sources- Making historical judgements- Summary and reflection	<ul style="list-style-type: none">- Class-made evidence wall- Museum images- Discussion prompts (e.g. Rosetta Stone thought experiments)



WHAT DOES THIS LOOK LIKE IN YEAR 3?

How did life change in ancient Britain from the New Stone Age to the Iron Age?

Chronology

- New Stone Age (Neolithic): c. 4000–2500 BC
- Bronze Age: c. 2500–800 BC
- Iron Age: c. 800 BC–43 AD
- These periods came before the Romans arrived in Britain.
- Around the world:
- Ancient Egypt was growing during the same time.
- People in other places were also building villages and early civilisations.

Civilisation

- People changed from hunter-gatherers to farmers who settled in villages.
- Farming meant people could grow crops and raise animals instead of moving around.
- Over time, tools improved:
- Stone tools (early farming)
- Bronze tools and weapons (made by mixing copper and tin)
- Iron tools (stronger and sharper)
- People built monuments like Stonehenge for religious and community gatherings.
- Hill forts were built in the Iron Age — large, defended villages on high ground.

Power and Influence

- As communities grew, they needed leaders and warriors to protect them.
- Hill forts helped people stay safe from enemies.
- Skilled people like blacksmiths and traders became important.
- Trade increased — people exchanged goods like tools, jewellery, and food

Legacy

- We still see the remains of early life in Britain today:
- Stonehenge is one of the most famous monuments.
- Hill forts and burial mounds still exist in the countryside.
- These early people helped shape how people lived, worked, and organised their communities in Britain.

Using Evidence

- Archaeologists study:
- Tools and weapons made of stone, bronze, and iron
- Pottery, bones, and food remains
- Monuments, settlements, and burial sites
- These clues help us understand how people lived long ago.
- We ask: *What was it used for? Who might have used it? What does it tell us about life at the time?*



WHAT DOES THIS LOOK LIKE IN YEAR 3?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources
What was life like in the Stone Age?	Chronology	<ul style="list-style-type: none">- People were hunter-gatherers- Lived in small groups and moved around- Used basic stone tools	<ul style="list-style-type: none">- Sequencing events- Comparing periods	<ul style="list-style-type: none">- Timeline visuals- Stone tools- Cave paintings
How did farming change people's lives?	Civilisation	<ul style="list-style-type: none">- Farming began in the New Stone Age- People settled in villages- Grew crops and kept animals	<ul style="list-style-type: none">- Identifying change- Describing daily life	<ul style="list-style-type: none">- Models of Neolithic houses- Farming artefacts
Why did people build monuments like Stonehenge?	Power and Influence	<ul style="list-style-type: none">- Stonehenge was built for community/religious use- Took teamwork and planning- Shows leadership and shared beliefs	<ul style="list-style-type: none">- Asking questions- Inferring purpose	<ul style="list-style-type: none">- Images of Stonehenge- Models- Archaeological drawings
How did tools and weapons improve over time?	Chronology	<ul style="list-style-type: none">- Tools changed from stone to bronze to iron- Metal tools helped with farming, hunting, and fighting	<ul style="list-style-type: none">- Observing materials- Ordering developments	<ul style="list-style-type: none">- Replicas of tools- Metal artefacts photos
What were Iron Age hill forts and why were they built?	Power and Influence	<ul style="list-style-type: none">- Hill forts were for defence and community- Warriors and leaders protected the group- Settlements grew larger	<ul style="list-style-type: none">- Interpreting structure use- Describing reasons	<ul style="list-style-type: none">- Maps of hill forts- Fort reconstruction illustrations
How do we know about life in the Stone, Bronze and Iron Ages?	Using Evidence	<ul style="list-style-type: none">- Archaeologists study tools, pottery, monuments- Evidence comes from digging and finds- We piece together the past from remains	<ul style="list-style-type: none">- Using artefacts- Comparing evidence	<ul style="list-style-type: none">- Photos of digs- Pottery- Reconstruction sketches



WHAT DOES THIS LOOK LIKE IN YEAR 3?

What was the impact of the Roman invasion of Britain?

Chronology

The Romans began as a small republic around 509 BC, becoming an empire in 27 BC.

The Romans conquered Greece in 146 BC and Egypt in 30 BC, bringing both under Roman rule.

In 43 AD, the Romans invaded Britain, beginning nearly 400 years of Roman rule here.

Roman Britain ended around 410 AD, when Roman soldiers withdrew and left cities like London almost empty.

This shows that the Egyptians came first, followed by the Greeks, and then the Romans, who absorbed and built on both civilisations

Empire

- The Roman Empire expanded across Europe, North Africa, and parts of Asia — it was one of the largest empires in history.
- Britain was added to the empire for its resources, land, and military advantage.
- Roman control brought order and connection to many parts of Britain, including the north.
- Forts like Bitchester (near Bishop Auckland) were built to help the Romans maintain control in the North East.

Using Evidence

- We know about the Romans through:
 - Archaeological finds: coins, roads, mosaics, tools
 - Roman writings about Britain
 - Local remains, like those found in the North East
- Historians compare sources to understand how Romans lived and what they left behind.
- Near Hartlepool, local museums and archaeology help tell the story of Roman impact in our area.

Civilisation

- Romans introduced new ways of living:
 - Stone buildings, straight roads, underfloor heating, and public baths
 - Latin language, Roman numerals, coins, and new foods
- Many British tribes adapted to Roman life, while others kept their traditions.
- Towns became centres for trade, religion, and governance, often replacing earlier tribal settlements.
- In the North East, towns and forts helped maintain Roman control and trade routes.

Power and Influence

- The Romans brought strong military power and used roads, walls, and garrisons to control local people.
- Not everyone accepted Roman rule — Boudicca's rebellion showed that many Britons resisted.
- Hadrian's Wall, just north of Hartlepool, was built to protect Roman Britain from tribes further north.
- The army also brought in soldiers from across the empire, adding to the diversity of Roman Britain.

Legacy

- After the Romans left, many towns and roads remained, but places like London were abandoned for a time.
- The Romans left behind:
 - Roads, buildings, baths
 - Law, government ideas
 - The calendar and some language (Latin roots)
- In Hartlepool and nearby, Roman objects like pottery, coins, and tools have been discovered.
- Later groups like the Anglo-Saxons reused Roman buildings and roads.



WHAT DOES THIS LOOK LIKE IN YEAR 3?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources
When and where did the Romans live, and what else was happening?	Chronology	<ul style="list-style-type: none">- Roman Empire began in 27 BC and lasted for hundreds of years- Britain was invaded in 43 AD	<ul style="list-style-type: none">- Sequencing dates- Locating on maps	<ul style="list-style-type: none">- Roman Empire map- Timeline- Globe
Why did the Romans invade Britain and who lived here before them?	Empire	<ul style="list-style-type: none">- Romans wanted land, metals, and power- The Celts lived in tribes across Britain- First invasion attempt	<ul style="list-style-type: none">- Cause and effect- Making comparisons	<ul style="list-style-type: none">- Map of Roman campaigns- Celtic artefacts
Who was Boudica and how did she resist the Romans?	Power and Influence	<ul style="list-style-type: none">- Boudica was a Celtic queen who led a revolt- Fought to defend her people- Her rebellion was	<ul style="list-style-type: none">- Understanding perspective- Retelling events	<ul style="list-style-type: none">- Roman and Celtic accounts- Art and statue depictions
What made the Roman army powerful and how far did they go?	Civilisation	<ul style="list-style-type: none">- Roman army was well-trained and organised- They built roads, forts, and Hadrian's Wall to protect their land	<ul style="list-style-type: none">- Describing features- Interpreting structures	<ul style="list-style-type: none">- Model of Roman soldier- Photos of Hadrian's Wall
How did the Romans change Britain?	Legacy	<ul style="list-style-type: none">- Brought roads, towns, baths, writing, and language- Introduced new foods and buildings- Mixed Roman and Celtic	<ul style="list-style-type: none">- Recognising change- Evaluating impact	<ul style="list-style-type: none">- Roman artefacts- Mosaics- Reconstruction images
Why did the Romans leave and what happened next?	Chronology/Legacy	<ul style="list-style-type: none">- Romans left around 410 AD to defend Rome- Without them, Britain changed again- Anglo-Saxons came later	<ul style="list-style-type: none">- Summarising events- Linking causes to outcomes	<ul style="list-style-type: none">- Timeline- Maps showing change- Historical accounts



WHAT DOES THIS LOOK LIKE IN YEAR 4?

Why did the Anglo-Saxons settle in Britain and what impact did they have?

Chronology

- The Romans ruled Britain for almost 400 years, until around 410 CE.
- They built towns, roads, baths, and brought new ways of life.
- When Roman soldiers left to protect Rome, Roman Britain collapsed.
- Cities like Londinium (London) were abandoned as people returned to farming in the countryside.
- After that, Anglo-Saxon settlers began arriving and forming new communities.

Around the same time:

- The Gupta Empire was thriving in India.
- The Byzantine Empire had begun in the east.
- The Maya civilisation was growing in Central America.

Empire (Recap of the Romans)

- The Roman Empire had made Britain part of a huge, organised empire.
- When Rome was attacked, Roman soldiers left, and Roman law and protection ended.
- Roman towns, like London and Bath, were often abandoned or fell into ruins.
- Without Roman control, Britain became divided and open to invasion

Civilisation

- The Anglo-Saxons came from parts of Germany, Denmark, and the Netherlands.
- They built villages, not cities, and lived in wooden houses.
- They farmed, kept animals, and made tools, clothes, and jewellery by hand.
- Town life became less common; people lived more simply and locally.

Power and Influence

- Anglo-Saxon Britain had many small kingdoms, like Wessex, Mercia, and Northumbria.
- Kings, warriors, and lords fought to gain control over land.
- Power was local – strong kings or warriors ruled small areas.
- Early Anglo-Saxons were pagans, worshipping gods like Woden and Thor.
- Christianity returned with missionaries like St Augustine in 597 CE.
- Over time, churches and monasteries were built, and most people became Christian.

Legacy

- The Anglo-Saxons gave England its name (“Angle-land”).
- They helped shape the English language, law, and customs.
- Many modern place names come from Anglo-Saxon words (e.g. -ham, -ton, -bury).
- Stories like Beowulf still influence books and films today.

Using Evidence

- We know about them through burials, treasures (like Sutton Hoo), and buildings.
- Monks and missionaries wrote down parts of Anglo-Saxon history.



WHAT DOES THIS LOOK LIKE IN YEAR 4?

Enquiry Question	Big Ideas	Key Learning	Skills	Sources
What was the Roman Empire and its rule in Britain?	Chronology, Power and Influence	<ul style="list-style-type: none">- Overview of Roman Britain- Roman withdrawal around 410 AD- Impact of Roman rule on Britain	<ul style="list-style-type: none">- Timeline placement- Understanding cause & effect	<ul style="list-style-type: none">- Roman maps- Archaeological images of Roman Britain- Roman artefacts
What happened when the Romans left?	Legacy, Power and Influence	<ul style="list-style-type: none">- Power vacuum and migration period- Arrival of Anglo-Saxon tribes- Conflicts and settlement	<ul style="list-style-type: none">- Sequencing events- Cause and consequence	<ul style="list-style-type: none">- Written sources (Bede)- Anglo-Saxon migration maps- Artefact evidence
Who were the Anglo-Saxons and where did they come from?	Empire, Chronology	<ul style="list-style-type: none">- Origins of Anglo-Saxon peoples (Angles, Saxons, Jutes)- Migration routes- Settlements	<ul style="list-style-type: none">- Map skills- Source inference	<ul style="list-style-type: none">- Early Anglo-Saxon artefacts- Place name evidence- Migration maps
How did the Anglo-Saxons live?	Civilisation	<ul style="list-style-type: none">- Village life: homes, farming, crafts- Social roles: kings, warriors, farmers, slaves	<ul style="list-style-type: none">- Interpreting archaeological finds- Comparing social roles	<ul style="list-style-type: none">- Reconstructions- Anglo-Saxon houses and tools- Manuscript illustrations
What were the Anglo-Saxon kingdoms and power struggles?	Power and Influence	<ul style="list-style-type: none">- Key kingdoms (e.g. Wessex, Mercia, Northumbria)- Rivalries and battles- Role of kings	<ul style="list-style-type: none">- Understanding political structure- Chronology of events	<ul style="list-style-type: none">- Kingdom maps- Chronicle extracts- Battle site evidence
How did beliefs change from Paganism to Christianity?	Civilisation, Legacy	<ul style="list-style-type: none">- Pagan beliefs and gods- Christian missionaries and conversion- Impact on culture and society	<ul style="list-style-type: none">- Source comparison- Explaining cultural change	<ul style="list-style-type: none">- Religious artefacts- Manuscripts (e.g. Lindisfarne Gospels)- Missionary stories
How do we know about the Anglo-Saxons?	Using Evidence	<ul style="list-style-type: none">- Written records (Bede's "Ecclesiastical History")- Archaeology and artefacts- Oral traditions	<ul style="list-style-type: none">- Evaluating primary/secondary sources- Historical enquiry	<ul style="list-style-type: none">- Bede extracts- Archaeological reports- Anglo-Saxon artefacts
What was the Anglo-Saxon legacy?	Legacy	<ul style="list-style-type: none">- Influence on language, laws, place names- Cultural contributions (art, literature)	<ul style="list-style-type: none">- Making historical judgements- Summarising key impacts	<ul style="list-style-type: none">- Place name maps- Manuscripts- Art and poetry examples



WHAT DOES THIS LOOK LIKE IN YEAR 4?

How was the Viking raid on England significant to Northern Britain?

Empire

- The Vikings came from Scandinavia and expanded their empire through raids and settlements across Britain.
- Like the Romans and Anglo-Saxons, they wanted land, resources, and control.
- In the North of England, Vikings ruled large areas (called the Danelaw), including parts of Northumbria.
- Hartlepool, as part of Northumbria, was close to key areas of Viking settlement and influence.

Civilisation

- Vikings were more than warriors — they were also settlers, bringing skills in farming, shipbuilding, and trade.
- They created villages and market towns, and their ships made travel and trade easier along the coast.
- Hartlepool's safe natural harbour may have been used for trading or landing, just as it was in Anglo-Saxon times.
- Viking culture mixed with Anglo-Saxon traditions in northern communities.

Power and Influence

- The first major Viking raid was in 793 AD at Lindisfarne, not far from Hartlepool, shocking the Anglo-Saxon world.
- The raid showed how vulnerable coastal towns were to sudden attack — something Hartlepool would experience again in later history (e.g. WWI bombardment).
- Viking power grew, challenging Anglo-Saxon kings for control over Northumbria, the region Hartlepool belonged to.
- Leaders in the North had to defend their land or make alliances with Viking force

Legacy

- Viking influence can still be seen today:
- Place names in the region (like nearby Whitby, Snaithby) come from Old Norse.
- Words we still use, like *sky*, *egg*, and *husband*, came from the Vikings.
- Viking heritage is part of the North's story, alongside Roman roads and Anglo-Saxon monasteries like the one once at Hartlepool (led by St Hilda).
- The mixing of cultures — Roman, Anglo-Saxon, Viking — helped shape what Britain and northern towns like Hartlepool became.

Using Evidence

- We learn about the Vikings from:
 - Archaeological finds: tools, jewellery, weapons, boats
 - Place names that show Viking settlement
 - Chronicles written by Anglo-Saxon monks
 - Burial sites and artefacts found in the North
- In and around Hartlepool, archaeologists have found remains from Roman, Anglo-Saxon, and Viking times



WHAT DOES THIS LOOK LIKE IN YEAR 4?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources
Who were the Vikings and why did they come to Britain?	Chronology	- Vikings came from Scandinavia (Norway, Sweden, Denmark) - Raided monasteries like Lindisfarne (793 AD) - Sailed using longships	- Placing events on a timeline - Locating on a map	- Viking route maps - Images of longships - Chronicles
What happened during the Viking raid at Lindisfarne, and why was it significant?	Power and Influence	- 793 AD: first major Viking raid - Lindisfarne: Christian monastery attacked - Shook religious communities and showed Viking strength	- Describing events - Understanding impact	- Bede's account - Artefacts - Illustrated reconstructions
How did the Vikings affect northern Britain after they settled?	Empire & Local Connection	- Settlements in Northumbria and Danelaw - Place names show Viking influence - York (Jorvik) became a major Viking city	- Mapping Viking settlements - Explaining changes to places	- Maps - Archaeological finds from York - Local place name study
What was everyday life like for the Vikings in Britain?	Civilisation	- Farming, trading, family life - Viking homes and clothing - Differences from Anglo-Saxons	- Comparing daily life - Asking historical questions	- Artefacts (clothing, tools) - Replica Viking home visuals
How do we know what we know about the Vikings?	Using Evidence and Sources	- Sources include artefacts, sagas, and Anglo-Saxon writings - Need to question accuracy and bias	- Source analysis - Drawing inferences	- Written sagas - Artefacts - Museum interpretation signs
Why do Viking raids and settlements still matter to people in northern Britain today?	Legacy	- Viking culture shaped place names, law, and heritage - Museums and festivals keep memory alive - Seen as both raiders and settlers	- Explaining legacy - Connecting past to present	- York Viking Festival - Local oral histories - Photos of legacy



WHAT DOES THIS LOOK LIKE IN YEAR 4?

What shaped the Hartlepool we know today?

Chronology

- Anglo-Saxon times: Hartlepool began as a small fishing village.
- In the 600s, a monastery was built, led by St Hilda.
- In the 1800s, West Hartlepool was built next to the old town during the Industrial Revolution.
- In 1914, Hartlepool was bombed during the First World War.
- In the 20th century, Hartlepool's industries changed, and the two towns joined together.
- At the same time around the world:
- The Industrial Revolution was changing life in Britain and other parts of Europe.
- The First World War affected many countries worldwide from 1914–1918.

Civilisation

- Early Hartlepool had fishermen, monks, and traders living near the coast.
- During the Victorian era, the town grew rapidly with new houses, schools, and churches.
- People lived in crowded streets near factories and docks.
- Children often had to work until new laws protected them.
- Life was very different depending on whether families were rich or poor.

Power and Influence

- St Hilda was a powerful and respected religious leader in Anglo-Saxon times.
- In the 1800s, railways and industries made West Hartlepool more powerful and wealthy than the old town.
- During WWI, Hartlepool was bombed by the German navy, showing how war could reach ordinary people.
- The attack was used by the government to encourage people to join the army.

Legacy

- Hartlepool's name, layout, and harbour go back to early Anglo-Saxon days.
- The town's shipyards, docks, and factories made it an important place during the Industrial Revolution.
- The First World War bombing is still remembered in local memorials and stories.
- Many streets, buildings, and museums still show signs of Hartlepool's industrial and wartime history.
- The Historic Quay and Royal Navy Museum help us understand the town's past.

Using Evidence

- We learn about Hartlepool's history from:
- Old maps, photographs, and buildings
- Artefacts from shipyards and wartime
- Written sources like newspaper reports, letters, and diaries
- Stories passed down through families and local communities
- Museums and historians help us ask: Who wrote this? What can we learn from it?



WHAT DOES THIS LOOK LIKE IN YEAR 4?

Enquiry Question	Big Idea	Concise Key Knowledge	Skills	Sources: Chronology
What was Hartlepool like in Anglo-Saxon times and how did it change up to the 20th century?	Chronology	Hartlepool began as an Anglo-Saxon fishing village with a monastery led by St Hilda. West Hartlepool grew during the Industrial Revolution. In 1914, the town was bombed during WWI, and the two towns later joined.	- Sequence local and national events on a timeline. - Compare Hartlepool's development to wider world events. - Identify changes over long periods.	- Anglo-Saxon monastery: c. 640s - Industrial boom: 1800s - WWI shelling: 1914 - Global links: Industrial Revolution, WWI
How did maritime industries and community life shape Victorian Hartlepool?	Civilisation	The town grew around fishing, shipbuilding, and docks. Many worked and lived near the busy ports. Life was crowded and hard, especially for children before labour laws changed.	- Describe how people lived and worked. - Understand how maritime trade and industry shaped daily life. - Compare town development across time periods.	- Dock records, shipping logs, photographs of Victorian streets and yards, oral histories from seafarers
Who were the key people and what role did maritime power have in Hartlepool's growth?	Power & Influence	St Hilda led in Anglo-Saxon times. Railways and shipbuilding brought wealth in the 1800s. WWI bombing showed Hartlepool's strategic importance and influenced recruitment.	- Identify individuals and events with local influence. - Understand how government and industry shaped people's lives.	- WWI propaganda, maps of shipyards, local government records, biographies of maritime leaders
What is Hartlepool's maritime legacy and how is it remembered today?	Legacy	Hartlepool's harbour, shipyards, and WWI memorials remain important. Museums like the Historic Quay keep the maritime story alive.	- Identify what remains today from different time periods. - Explain how the past has shaped the present. - Link maritime legacy to identity.	- HMS Trincomalee, Historic Quay Museum, dockyard remnants, street and place names
How can we use different types of evidence to learn about Hartlepool's maritime history?	Using Evidence	We learn from maps, photos, ship logs, letters, artefacts, and stories. Museums help us question who created the sources and why.	- Analyse primary and secondary sources. - Ask thoughtful questions about reliability and purpose. - Use evidence to build a picture of the past.	- Naval charts, personal diaries, artefacts, photos, museum exhibits, local interviews
How did Hartlepool's maritime industries connect to the British Empire and global trade during the Industrial Revolution?	Chronology & Empire	Hartlepool's docks and shipyards linked the town to global trade and the British Empire through coal exports and shipping.	- Understand how local industries linked to the Empire. - Place local history in global context.	- Shipping records, Empire trade maps, export/import lists
What was the impact of the First World War bombing on Hartlepool and its maritime importance?	War and Defence	The 1914 German naval attack showed Hartlepool's role in Britain's defence and its importance as a maritime town.	- Understand local effects of global conflict. - Explore maritime towns' defence roles.	- War memorials, newspapers, naval records, eyewitness accounts



WHAT DOES THIS LOOK LIKE IN YEAR 5?

What is the legacy of ancient Greeks' achievements on the western world?

Chronology

- Ancient Greece was at its peak between **around 800 BCE and 146 BCE**. It ended when the Romans took control of Greece.
- While the Greeks were building city-states, **early empires** like Egypt and Persia were powerful too.
Around the same time:
- In **China**, the Zhou dynasty was developing ideas like Confucianism.
- In **India**, the first teachings of Buddhism were being shared.

Civilisation

- The ancient Greeks lived in **city-states** like **Athens** and **Sparta**, each with its own rules and armies.
- Daily life included farming, trading, attending festivals, and sports (like the Olympics).
- People lived in simple homes, with slaves often doing household work.
- Schools taught boys to read, write, and debate; girls were educated at home.

Influence and Power

- City-states were governed in different ways:
- **Athens** was a **democracy** where citizens could vote (though only free men born in Athens).
- **Sparta** was ruled by **two kings** and had a strong military focus.
- Athens valued debate and politics; Sparta focused on strength and discipline.
- The Greeks believed in **many gods and goddesses**, each with different powers.
- Temples were built to honour gods like **Zeus, Athena, and Apollo**.
- Religion was part of daily life – with festivals, sacrifices, and myths.
- Oracles (like at Delphi) were believed to give messages from the gods.

Legacy

- The ancient Greeks gave us ideas about **democracy, science, philosophy, and sport**.
- Many modern buildings copy Greek styles (like columns and temples).
- We still use Greek words in subjects like **maths (geometry), science, and medicine**.
- The ancient Greek alphabet helped shape our own writing system.
- **Philosophers** like **Socrates, Plato, and Aristotle** asked deep questions about life, truth, and justice.
- They helped shape how we think about science, ethics, and learning today.
- Greek writers invented **theatre** – with **tragedies and comedies** still performed today.
- The **Olympic Games** began in Greece and are still held every four years.

Using Evidence

- We learn about ancient Greece from **ruins, pottery, coins, writings, and statues**.
- **Primary sources**, like plays and letters, give clues about what life was like.
- **Archaeologists** help us piece together the past from physical objects.
- We compare different sources to get a clearer picture of what really happened.



WHAT DOES THIS LOOK LIKE IN YEAR 5?

Question / Learning Goal	Big Ideas	Key Knowledge	Skills	Sources
Who were the ancient Greeks?	Empire, Chronology	<ul style="list-style-type: none">- Ancient Greece was a collection of city-states (poleis)- Time period: around 800–	<ul style="list-style-type: none">- Locating on maps- Understanding timelines	<ul style="list-style-type: none">- Maps of ancient Greece- Images of ruins and artefacts
How were the ancient Greeks governed?	Power and Influence	<ul style="list-style-type: none">- Different forms of government: democracy in Athens, oligarchy in Sparta- Citizens' roles in	<ul style="list-style-type: none">- Comparing government types	<ul style="list-style-type: none">- Excerpts from ancient texts- Diagrams of government structures
What are the similarities and differences between Athens and Sparta?	Civilisation, Power and Influence	<ul style="list-style-type: none">- Athens focused on arts, learning, democracy- Sparta focused on military strength and discipline	<ul style="list-style-type: none">- Comparing and contrasting- Group discussion	<ul style="list-style-type: none">- Images of daily life- Stories from historical sources
What do historical sources tell us about daily life?	Using Evidence	<ul style="list-style-type: none">- Food, clothing, family roles, work, education in ancient Greece	<ul style="list-style-type: none">- Analysing primary and secondary sources	<ul style="list-style-type: none">- Pottery paintings- Ancient texts and illustrations
What was the importance of religion in ancient Greece?	Civilisation, Legacy	<ul style="list-style-type: none">- Polytheistic religion with gods like Zeus, Athena- Festivals, temples, and myths were part of daily life	<ul style="list-style-type: none">- Explaining beliefs- Interpreting religious artefacts	<ul style="list-style-type: none">- Images of temples and statues- Myths and stories
What were ancient Greek philosophers famous for?	Legacy	<ul style="list-style-type: none">- Philosophers like Socrates, Plato, Aristotle asked big questions about life, knowledge, and government	<ul style="list-style-type: none">- Understanding abstract ideas- Discussing impact	<ul style="list-style-type: none">- Quotes and stories- Simple biographies
How has modern life been influenced by the ancient Greeks?	Legacy	<ul style="list-style-type: none">- Democracy today- Ideas in science, art, theatre, Olympics inspired by Greece	<ul style="list-style-type: none">- Making connections between past and present	<ul style="list-style-type: none">- Modern examples- Videos or images linking Greek ideas to today



WHAT DOES THIS LOOK LIKE IN YEAR 5?

How did life change in the UK during the Victorian era?

Chronology

- Queen Victoria ruled from 1837 to 1901 – this is called the Victorian era.
- The Industrial Revolution continued during this time.
- New inventions like the steam train, telegraph, and lightbulb changed life.
- Cities grew quickly, and many people worked in factories, railways, or mines.

Civilisation

- Life was very different for the rich and the poor.
- Poor families often lived in crowded cities; rich families had big houses and servants.
- School became compulsory later in the Victorian era.
- New laws improved working conditions and reduced child labour.

Empire

- Britain ruled a large Empire in Africa, Asia, and the Caribbean.
- Goods like tea, sugar, cotton, and spices came from the Empire.
- The Empire made Britain richer but was often unfair to people in other countries.
- Some people from the Empire came to live in Britain, starting multicultural communities.

Power and Influence

- Queen Victoria was important, but Parliament made the laws.
- Only men with property could vote – women couldn't vote at all.
- People like Dr Barnardo and Florence Nightingale worked to help others.
- The government began to care more about health, education, and the poor.

Legacy

- Victorian times shaped modern life – schools, railways, and old buildings still exist.
- The idea that all children should go to school and be protected started then.
- Attitudes about fairness, poverty, and work began to change.
- Many inventions and systems from then are still used today (e.g. parks, post).

Using Evidence

- We learn about Victorians from photos, letters, diaries, newspapers, and objects.
- Primary sources come from the time and show what life was really like.
- Secondary sources help explain what happened and why.
- It's important to ask who made a source and what they wanted us to think



WHAT DOES THIS LOOK LIKE IN YEAR 5?

Enquiry Question	Big Idea	Key Learning	Skills	Sources
When did the Victorian period begin and end? What major changes happened during Queen Victoria's reign?	Chronology	The Victorian era lasted from 1837 to 1901. Pupils will explore key national and local changes using timelines.	Place events in chronological order; sequence and describe changes over time.	Timelines, Queen Victoria's family tree, national/local event cards.
What was life like for rich and poor people during the Victorian period?	Civilisation	There were huge contrasts in Victorian life based on wealth and class. Industrialisation brought both opportunity and hardship.	Compare and contrast past experiences; describe aspects of daily life for different groups.	Photographs, diary entries, housing plans, maps, workhouse documents.
What was the British Empire and how did it affect places like Hartlepool?	Empire	Britain's empire brought goods, people, and ideas across the world. Hartlepool's trade and industry linked it to this global system.	Understand cause and consequence; explore connections between local and global history.	Trade maps, shipping logs, Victorian goods from colonies, Empire Day posters.
Who had power in Victorian society? How did new laws protect children and workers?	Power & Influence	The rise of industrialists and social reformers shaped society. Laws improved life for children and workers over time.	Evaluate how individuals and groups brought change; explain impact of power structures.	Newspaper articles, parliamentary acts, Factory Acts, child testimonies.
What changes made by the Victorians can we still see in Hartlepool and across Britain today?	Legacy	The Victorians left behind railways, public buildings, education reforms, and infrastructure still visible today.	Identify continuity and change; link past decisions to present-day life.	Victorian buildings in Hartlepool, census data, photos of schools and railways.
What do historical sources tell us about working children, schools and homes in Victorian times?	Using Evidence	A range of sources shows what everyday life was like for real people. These help us understand multiple perspectives.	Ask historical questions; analyse sources for information and reliability.	School records, letters, logbooks, illustrations, census returns, factory diaries.



WHAT DOES THIS LOOK LIKE IN YEAR 5?

World War 1:

Why do people in Hartlepool still remember the 1914 bombardment?

Chronology

- World War I started in 1914 and ended in 1918.
- Britain joined after Germany invaded Belgium.
- The war happened over 100 years ago, before World War II.
- Hartlepool was bombed early in the war, on 16 December 1914.

Empire

- Britain had a large empire, ruling many other countries.
- Soldiers from India, the Caribbean, and Africa helped Britain.
- Germany wanted to challenge Britain's global power.
- Hartlepool was attacked as part of this worldwide conflict.
- Power and Influence
- The German Navy bombed Hartlepool to scare people and lower morale.
- Over 100 people died, including a 7-year-old boy.
- The British government used the attack to encourage men to join the army.
- Powerful countries could now strike outside battlefields

Civilisation

- Hartlepool was a busy town with shipyards and factories before the war.
- Coastal towns suddenly faced danger from the war.
- Civilians weren't expecting attacks at home.
- The bombardment showed that war could reach everyday people, not just soldiers

Legacy

- Hartlepool remembers the attack with memorials and events.
- Schools teach about it, and people mark the anniversary each year.
- It became part of the town's history and identity.
- It changed how people saw war, as civilians were now at risk

Using Evidence

- We know about the bombing from photos, newspapers, letters, and stories.
- Survivors wrote about their experiences.
- Historians use these sources to learn what happened.
- Looking at different sources helps us get the full story



WHAT DOES THIS LOOK LIKE IN YEAR 5?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources
What caused the First World War and who was involved?	Chronology	- War began in 1914 between major European powers - Countries involved: Britain, Germany, France, etc. - Alliance systems and	- Understanding cause and consequence - Timeline work	- Timeline - Maps of alliances - Political cartoons
What was life like for soldiers in the trenches?	Civilisation	- Trench warfare defined WWI - Harsh conditions: mud, disease, fear - New weapons (gas, machine guns, tanks)	- Empathy and interpretation - Comparing past experiences	- Letters from soldiers - Photos of trenches - Equipment images
How were people at home affected by the war?	Power and Influence	- Rationing, working in munitions factories - Women took on new roles - Government propaganda and recruitment campaigns	- Describing impact on daily life - Understanding social change	- Recruitment posters - Diaries and propaganda
Why do people in Hartlepool still remember the 1914 bombardment?	Empire & Local Connection	- Hartlepool was bombarded by German ships in December 1914 - First civilian deaths on British soil in WWI - Strong local memory	- Linking local and global events - Using local evidence	- Photographs - Local newspapers - Memorials and oral histories
How do we know what life was like during the First World War?	Using Evidence and Sources	- Use of letters, diaries, newspapers, posters - Differences between primary and secondary sources - Questions of reliability and	- Source analysis - Asking historical questions	- Mixed source packs - Soldier letters - Artefact images
What was the legacy of the First World War for Britain and Hartlepool?	Legacy	- Changes in society: women's rights, war remembrance, impact on future conflicts - Hartlepool's identity shaped	- Drawing conclusions - Explaining historical significance	- WWI memorials - Images of post-war Britain - Poppy symbols



WHAT DOES THIS LOOK LIKE IN YEAR 6?

What was life like during the second World War?

Chronology – What happened during the Second World War?

- When and why the war started.
- Who was involved – Allies vs Axis.
- Important events that affected people in Britain (e.g. The Blitz, evacuation).
- Use a timeline to understand how the war unfolded.

Civilisation – How did the war change daily life in Britain?

- What everyday life was like during wartime (blackouts, rationing, shelters).
- What people did to stay safe and help each other.
- How people worked together during tough times.
- Understand that war changed how people lived and behaved.

Evidence – What can we learn from real stories about children in the war?

- Look at letters, pictures, and memories from children during the war.
- Understand what it was like to be evacuated.
- Think about how stories from the past help us learn history.
- Learn the difference between things written at the time (primary) and later (secondary).

Power and Influence – How did the war change the jobs people did?

- Learn about how women took on new jobs during the war (factories, farms, military).
- Understand how the government encouraged women to work.
- Think about how these changes made people see women differently after the war

Empire – Who helped Britain during the war?

- People from other parts of the British Empire came to help Britain.
- Learn about people from the Caribbean, India, and Africa who supported the war.
- Understand that not everyone was treated fairly, even when they helped.
- Think about teamwork and fairness in history.

Legacy – How did the war change Britain for the future?

- What changed after the war (free healthcare, better homes, schools).
- How people wanted to make Britain a better place after the war.
- Why people remember the war today – Remembrance Day and poppies.
- Understand how the war shaped the country we live in.

Using Evidence – Whose stories do we hear most, and whose are missing?

- Look at who is remembered in books and films.
- Think about which groups are sometimes left out (children, women, people from overseas).
- Learn how to ask good questions about history.
- Begin to think like a historian by looking at different points of view.



WHAT DOES THIS LOOK LIKE IN YEAR 6?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources
What happened during the Second World War?	Chronology	<ul style="list-style-type: none">- War began in 1939 due to Germany's invasion of Poland- Allies vs Axis powers- Key events: Blitz, evacuation, D-Day	<ul style="list-style-type: none">- Sequencing events- Interpreting timelines	<ul style="list-style-type: none">- WW2 timeline- Maps of Europe- Government broadcasts
How did the war change daily life in Britain?	Civilisation	<ul style="list-style-type: none">- Life included blackouts, rationing, bomb shelters- Children evacuated to countryside- Communities supported each other	<ul style="list-style-type: none">- Describing everyday experiences- Empathy	<ul style="list-style-type: none">- Diaries- Posters- Photographs of ration books and shelters
What can we learn from children's stories of the war?	Evidence	<ul style="list-style-type: none">- Evacuee letters, photos, and memoirs show children's lives- Primary vs secondary sources- Real voices teach us how people felt	<ul style="list-style-type: none">- Analysing sources- Distinguishing types	<ul style="list-style-type: none">- Evacuation letters- Oral history clips- Wartime drawings
How did people's jobs change because of the war?	Power and Influence	<ul style="list-style-type: none">- Women worked in munitions, on farms, and in the military- Government encouraged women to join the workforce- Shift in gender roles	<ul style="list-style-type: none">- Exploring social change- Cause and effect	<ul style="list-style-type: none">- Propaganda posters- Film clips- Photos of women at work
Who helped Britain during the war, and how were they treated?	Empire	<ul style="list-style-type: none">- Troops from India, Africa, Caribbean contributed- Support wasn't always fairly recognised- Britain relied on its empire in many ways	<ul style="list-style-type: none">- Recognising global links- Challenging bias	<ul style="list-style-type: none">- Recruitment posters- Stories from overseas veterans
How did WW2 shape Britain's future and how do we remember it today?	Legacy & Using Evidence	<ul style="list-style-type: none">- Led to the NHS, better housing, and education- Importance of remembrance: poppies, memorials- Whose voices are remembered/missing?	<ul style="list-style-type: none">- Evaluating impact- Critical questioning	<ul style="list-style-type: none">- Modern interviews- Footage of Remembrance events- Memorial plaques



WHAT DOES THIS LOOK LIKE IN YEAR 6?

How has crime and punishment changed over the ages?

Empire & Power and Influence:

- Early rulers, such as kings and queens, created laws to keep control and maintain order in their kingdoms.
- Punishments were often severe to discourage crime and show the ruler's power.

Civilisation:

- Over time, societies developed more organised legal systems with clearer laws and fairer punishments.
- Different types of punishments were introduced, such as fines, imprisonment, and public punishments (like stocks and pillories).

Legacy:

- Many modern laws and ideas about justice come from historical systems, like the Magna Carta and trial by jury.
- Some punishments used in the past, such as public executions, have been abolished as society's views on justice changed.

Chronology:

- Crime and punishment evolved through important periods: prehistoric times, Roman Britain, Anglo-Saxon laws, the Middle Ages, and into modern times.
- Key developments include the formation of police forces in the 19th century and the introduction of prisons as alternatives to physical punishment.

Using Evidence and Sources:

- We learn about crime and punishment by studying historical documents, court records, and objects like punishment devices.
- Comparing different sources helps us understand how ideas about justice have changed.



WHAT DOES THIS LOOK LIKE IN YEAR 6?

Enquiry Question	Big Idea	Key Knowledge	Skills	Sources
How has crime and punishment changed over time?	Chronology	<ul style="list-style-type: none">- Crime and punishment evolved from prehistoric to modern times- Key periods: Romans, Anglo-Saxons, Middle Ages, Victorians- Introduction of police and prisons	<ul style="list-style-type: none">- Creating and using timelines- Identifying key changes	<ul style="list-style-type: none">- Timeline cards- Overview charts- Artefact images
How did rulers use laws and punishments to control people?	Empire & Power and Influence	<ul style="list-style-type: none">- Kings and queens made laws to keep order- Harsh punishments (e.g. executions, mutilation) showed royal power and discouraged crime	<ul style="list-style-type: none">- Understanding cause and effect- Describing motivations	<ul style="list-style-type: none">- Medieval law texts- Images of royal decrees
How did crime and punishment change as society became more organised?	Civilisation	<ul style="list-style-type: none">- Legal systems developed: clearer laws, use of juries, organised courts- Punishments became more varied and targeted (e.g. fines, public shaming)	<ul style="list-style-type: none">- Comparing systems across time- Explaining developments	<ul style="list-style-type: none">- Court records- Visuals of punishment types
What can historical sources tell us about justice in the past?	Using Sources	<ul style="list-style-type: none">- Sources include court records, law codes, illustrations, physical punishment devices- Important to question bias and perspective	<ul style="list-style-type: none">- Source analysis- Inference and questioning	<ul style="list-style-type: none">- Images of pillories, stocks, prison records, newspaper clippings
What legacy have past systems left on our justice system today?	Legacy	<ul style="list-style-type: none">- Magna Carta introduced trial by jury- Past influenced modern laws, policing, and prison system- Public executions abolished as views shifted	<ul style="list-style-type: none">- Making links to present day- Explaining continuity/change	<ul style="list-style-type: none">- Excerpts from Magna Carta- Law comparison charts
What do different periods of history show us about justice and fairness?	All Big Ideas Combined	<ul style="list-style-type: none">- Fairness in justice changed with time and social values- Patterns in how different groups were treated (e.g. poor vs rich)	<ul style="list-style-type: none">- Drawing conclusions- Evaluating fairness	<ul style="list-style-type: none">- Mixed sources from different eras- Role-play/mock trial