

Term	Year EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn		<p>How do I find out about me?</p> <p><b>Own history</b> <b>Within living memory</b></p> <p><u>Chronology</u> <u>Historical terms</u> Enquiry Interpretation <b>Continuity and change</b> Similarity and difference Significance</p>	<p>Why are some places special?</p> <p><b>Local</b> <b>Beyond living memory</b></p> <p><u>Chronology</u> <u>Historical terms</u> <u>Significance</u> Use of primary sources</p>	<p>Who were Britain's first builders?</p> <p><b>National</b> <b>Ancient</b></p> <p>TECHNOLOGICAL DEVELOPMENT <u>Continuity and change</u> <u>Similarity and difference</u> <u>representations of the past</u> Use of primary sources</p>	<p>Why did the Romans march through County Durham?</p> <p><b>Local National</b> <b>Global</b> <b>Ancient</b></p> <p>CONFLICT EMPIRE <u>Cause and consequence</u> <u>Interpretation/representations of the past</u> Use of primary sources</p>	<p>Were the Vikings really Vicious?</p> <p><b>Local</b> <b>National</b> <b>Medieval</b></p> <p>CONFLICT CULTURAL <u>Interpretations and representations of the past</u> <u>Use of primary sources</u> <u>Chronology</u> <u>Historical terms</u> Enquiry</p>	<p>What part did the people of Durham play in WWI?</p> <p><b>Local national</b> <b>global</b> <b>20<sup>th</sup> Century</b></p> <p>CONFLICT SOCIAL <u>Use of primary sources</u> <u>Cause and consequence</u> <u>Chronology</u> <u>Interpretation/representations of the past</u> Significance</p>
Spring		<p>Can I be a History detective?</p> <p><b>Local</b> <b>Most within living memory</b></p> <p><u>Continuity and change</u> <u>Similarity and difference</u> <u>Chronology</u> <u>Historical terms</u> Use of primary sources</p>	<p>What special events and inventions have changed our world?</p> <p><b>National/global</b> <b>Over last 150 years</b></p> <p><u>Significance</u> <u>Interpretation/representations of the past</u> <b>Continuity and change</b> Similarity and difference Use of primary sources</p>	<p>Why did the Ancient Egyptians build pyramids?</p> <p><b>Global</b> <b>Ancient</b></p> <p>CULTURAL <u>Significance</u> <u>Chronology</u> Cause and consequence Use of primary sources Interpretations of the past</p>	<p>What was daily life like in Roman Britain?</p> <p><b>Local</b> <b>National</b> <b>Ancient</b></p> <p>SOCIAL CULTURAL TECHNOLOGICAL DEVELOPMENT <u>Significance</u> <u>Chronology</u> <u>Historical terms</u> Use of primary sources Interpretations of the past Enquiry</p>	<p>Who was making history in faraway places around the year 1000? (Mayans)</p> <p><b>Global</b> <b>Ancient</b></p> <p>SOCIAL CULTURAL RELIGIOUS TECHNOLOGICAL DEVELOPMENT <u>Continuity and change</u> <u>Similarity and difference</u> Cause and consequence Reliability and use of primary sources <u>Chronology</u> <u>Interpretation/representations of the past</u> Enquiry</p>	<p>No unit assigned.</p> <p>Possibility of continuing the war unit in more depth or completing an additional unit.</p>

Sherburn Primary School Whole History teaching progression overview

Summer		<p>Why do we remember (Beatrix Potter)?</p> <p><b>National</b> <b>Victorian era</b> <b>Significant person</b> Chronology Historical terms Significance Consequence Similarity and difference Use of primary sources</p>	<p>All change – Holidays now and then</p> <p><b>Local to national</b> <b>Victorian/Edwardian</b> SOCIAL CUTURAL <u>Continuity and change</u> Similarity and difference Use of primary sources Interpretation/representations of the past</p>	<p>How have the Ancient Greeks shaped my world?</p> <p><b>Global</b> <b>Ancient</b> CULTURAL EMPIRE TECHNOLOGICAL DEVELOPMENT Significance Chronology Historical terms Cause and consequence Similarity and difference</p>	<p>What happened when the Romans left?</p> <p><b>National Local</b> <b>Ancient</b> <b>Early Medieval</b> CULTURAL RELIGIOUS POLITICAL <u>Cause and consequence</u> <u>Use of primary sources</u> Chronology Historical terms Interpretations of the past Enquiry</p>	<p>A Local Study Who was Tommy Armstrong? Local 20<sup>th</sup> Century SOCIAL Significant local person <u>Similarity and difference over time</u> <u>Use of primary sources</u> Key features of a significant event Key features of local historic environment Chronology Interpretation/representations of the past Enquiry</p>	<p><b>Aspect or theme since 1066</b> Having fun in the UK – what’s changed since the Romans left? <b>National</b> <b>long arc of time</b> SOCIAL <u>Use of primary sources</u> <u>Continuity and change</u> <u>Similarity and difference</u> Interpretation/representations of the past Chronology Enquiry</p>
Additional/ optional units		<p>Why do we remember Norman Cornish?</p> <p><b>Local</b> <b>Living to beyond living</b> <b>Significant local person</b> SOCIAL INDUSTRIAL <u>representations of the past</u> <u>Use of primary sources</u> Significance Consequence</p>					

Key: **Key Question** **Main Focus** Aspects covered: Chronology Historical terms (includes vocabulary) Enquiry Interpretation/representations of the past  
 Continuity and change Similarity and difference Significance Use of primary sources Cause and consequence. These will be used in all units but those with a particular focus are listed. Skills and sources used are developed and increased over the units (see skills progression). History covered: SOCIAL CUTURAL POLITICAL

RELIGIOUS CONFLICT (war, invaders and settlers) TECHNOLOGICAL DEVELOPMENT EMPIRE