

# Newby and Scalby Primary School Curriculum Overview - History

## Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Year 1 Learning	
Historical Knowledge	<ul style="list-style-type: none"> <li>Know about historical changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b>Remembrance Day Toys Theme</b></li> <li>Know about events beyond living memory that are significant nationally or globally <b>Gunpowder Plot &amp; Guy Fawkes Toys Theme</b></li> <li>Know about significant historical events, people and places in their own locality. <b>Gunpowder Plot &amp; Guy Fawkes Toys Theme Pancake Day (skipping tradition) Ourselves Theme</b></li> </ul>
Chronology (events and people)	<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time <b>Linked to all history themes</b></li> <li>Develop an understanding of where the people and events fit within a chronological framework <b>Let’s celebrate Theme, Remembrance Day, Toys Theme</b></li> </ul>
Similarities & Differences	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods <b>Toys Theme</b></li> </ul>
Asking & Answering Questions	<ul style="list-style-type: none"> <li>Develop the skills to ask and answer historical questions (Y1 - Where/How are we going to find the answer?) <b>Let’s celebrate Theme, Remembrance Day, Toys Theme</b></li> </ul>
Using sources of evidence, including stories	<ul style="list-style-type: none"> <li>Develop the skill of choosing and using parts of stories (and other sources) to show that they know and understand key features of events <b>Let’s celebrate Theme (Guy Fawkes and Christmas story)</b></li> <li>Develop an understanding of some of the ways in which we find out about the past <b>Let’s celebrate Theme (Gunpowder Plot &amp; Guy Fawkes) Toys Theme</b></li> <li>Develop an understanding that the past is represented in different ways <b>Let’s celebrate Theme (Gunpowder Plot &amp; Guy Fawkes)</b></li> </ul>
Reliability of Sources	
Vocabulary	Use common words and phrases relating to the passing of time      Use a wide vocabulary of everyday historical terms Beyond living memory, within living memory Decades, Old, New, A long time ago , Past, Present, Then Now Older Artefact, kings, MPs, religion, Similar, different,
Experiences	Experiencing a firepit (bonfire), making parkin and using sparklers  Visitor – <b>Toys Theme</b> Pancake/Skipping Day

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Year 2 Learning	
Historical Knowledge	<ul style="list-style-type: none"> <li>Know about historical changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b>Famous People Theme Seaside Theme Remembrance Day PSHE News Great Fire of London Theme</b></li> <li>Know about events beyond living memory that are significant nationally or globally <b>Great Fire of London Theme Famous People Theme Remembrance Day Seaside Theme</b></li> <li>Know about the lives of significant individuals in the past who have contributed to national and international achievements. <b>Famous People Theme Seaside Theme</b></li> <li>Know about significant historical events, people and places in their own locality. <b>Seaside Theme - (Grace Darling, Holbeck Hotel, Futurist) Comparing Places Theme (Jane Harrison)</b></li> </ul>
Chronology (events and people)	<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time <b>Linked to all history themes</b></li> <li>Develop an understanding of where the people and events fit within a chronological framework <b>Linked to all history themes</b></li> </ul>
Similarities & Differences	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods <b>Seaside Theme Great Fire of London Theme Famous People Theme</b></li> </ul>
Asking & Answering Questions	<ul style="list-style-type: none"> <li>Develop the skills to ask and answer historical questions <b>Great Fire of London Theme Famous People Theme Remembrance Day Seaside Theme</b></li> </ul>
Using sources of evidence, including stories	<ul style="list-style-type: none"> <li>Develop the skill of choosing and using parts of stories (and other sources) to show that they know and understand key features of events <b>Seaside Theme (Grace Darling) Great Fire of London Theme</b></li> <li>Develop an understanding of some of the ways in which we find out about the past <b>Seaside Theme Great Fire of London Theme Famous People Theme</b></li> </ul>
Reliability of Sources	<ul style="list-style-type: none"> <li>Develop an understanding that the past is represented in different ways <b>Great Fire of London Theme Famous People Theme Remembrance Day Seaside Theme</b></li> </ul>
Important Vocabulary	<p>Use common words and phrases relating to the passing of time      Use a wide vocabulary of everyday historical terms</p> <p>Decades, Old, New, A long time ago , Past, Present, Then Now Older, Recently, When my ...were younger, centuries</p> <p>London, Samuel Pepys, King Charles II, 1666, Stuart period,</p> <p>Neil Armstrong, 1969, NASA, pilot, astronaut, Michael Collins, Buzz Aldrin, Apollo 11, space shuttle, The Eagle, Christopher Columbus, 1492, Italy, explorer, sailor, navigate, compass, Santa Maria, Pinta, Nina, shipwreck, King and Queen of Spain, voyage, expedition, telescope, North America</p> <p>Grace Darling, 1838, lighthouse, lifeboat, rowing boat, survivors, shipwreck, Queen Victoria, Victorians, telescope</p>
Experiences	<p>PSHE News (Newsround)</p> <p>Fire Station Visit (equipment through time)</p> <p>Lifeboat and Fire Station Visit</p> <p>Scalby Village and Church Visit</p>

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Year 3 Learning							
Historical Knowledge	<ul style="list-style-type: none"> <li>Know and have an understanding of the history of these islands <b>Romans and Celts Theme + WW2 Theme Remembrance Day</b></li> <li>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; achievements and follies of mankind <b>Romans and Celts Theme</b></li> <li>Know about the Roman Empire and its impact on Britain <b>Romans and Celts Theme</b></li> <li>Know about the legacy of Roman culture (art, architecture or literature) on later periods in British history, including present day <b>Romans and Celts Theme</b></li> <li>Know more about local history <b>local study linked to WW2</b></li> <li>Know more about a significant turning point in British history <b>WW2 Theme (e.g. Churchill's speech)</b></li> <li>Know about the lives of significant people <b>Boudicca, Julius Caesar, Neville Chamberlain, Mary Anning, Winston Churchill</b></li> </ul>						
Chronology (British, local and world history)	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history <b>Linked to all history themes</b></li> </ul>						
Making historical links	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time including how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world <b>Romans and Celts Theme + WW2 Theme</b></li> <li>Gain historical perspective by placing their growing knowledge into different contexts <b>Romans and Celts Theme + WW2 Theme</b></li> <li>Understand historical concepts such as similarity, difference and significance, and use them to make connections <b>Romans and Celts Theme + WW2 Theme</b></li> </ul>						
Asking and answer questions	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance <b>Romans and Celts Theme + WW2 Theme + Remembrance Day</b></li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information <b>Romans and Celts Theme + WW2 Theme + Remembrance Day</b></li> <li>Frame historically-valid questions including written narratives <b>WW2 Theme</b></li> </ul>						
Using sources of evidence, including stories	<ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources <b>Romans and Celts Theme + WW2 Theme</b></li> </ul>						
Reliability of sources							
Important Vocabulary	<p>Appropriate use of historical terms Gain an understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <ul style="list-style-type: none"> <li><b>Celt, Roman, Boudicca, Rome, Italy, Roman empire, mosaic, history, timeline, numerals, aqueduct, latrine, Colosseum, Amphitheatre, chariot, gladiator, slave, soldiers, Julius Caesar, Emperor, slave, chariot, centurion, ruins, London, roundhouse, cloak, jewellery, farmers, settlement, hill fort, fort, Druid, spear, warrior, warrior tribes, Iceni, invade,</b></li> <li><b>Allied Powers, Axis, invade, Adolf Hitler, Germany, France, Spitfire, Messerschmitt, Neville Chamberlain, Winston Churchill, Nicolas Winton, ARP, rationing, evacuee, Blitz, Blitzkrieg, D-Day, Luftwaffe, Nazi, RAF, V-E Day,</b></li> </ul>						
Experiences	<table border="0"> <tr> <td>Roman Theme Day</td> <td>Making a Celtic Village</td> <td>Roman and Celt battle (role play)</td> </tr> <tr> <td>WW2 Theme Day</td> <td>Visit to Eden Camp</td> <td>Y3 Production based on WW2 learning</td> </tr> </table>	Roman Theme Day	Making a Celtic Village	Roman and Celt battle (role play)	WW2 Theme Day	Visit to Eden Camp	Y3 Production based on WW2 learning
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Year 4 Learning	
Historical Knowledge	<ul style="list-style-type: none"> <li>Know and have an understanding of the history of these islands <b>Anglo-Saxons, Vikings &amp; Scots</b> <b>Links to Science Electricity unit e.g life before electricity</b></li> <li>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion of empires; characteristic features of past non-European societies; achievements and follies of mankind <b>Ancient Egyptians Theme</b> <b>Anglo-Saxons, Vikings &amp; Scots Theme</b></li> <li>Know about Britain's settlement by Anglo-Saxons and Scots <b>Anglo-Saxons, Vikings &amp; Scots Theme</b></li> <li>Know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <b>Anglo-Saxons, Vikings &amp; Scots Theme</b></li> <li>Know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt <b>Ancient Egyptians Theme</b></li> <li>Know more about local history <b>Anglo-Saxons, Vikings &amp; Scots Theme</b></li> <li>Know about the lives of significant people <b>Alfred the Great Howard Carter Electricity Unit – Joseph Swan and Thomas Edison</b></li> </ul>
Chronology (British, local and world history)	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history <b>Linked to all history themes</b></li> </ul>
Making historical links	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time including how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world <b>Anglo-Saxons, Vikings &amp; Scots Theme Electricity Theme (having light and power available)</b></li> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, religious and social history <b>Anglo-Saxon laws and justice Resistance by Alfred the Great</b> (the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</li> <li>Understand historical concepts such as cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts <b>Anglo-Saxons, Vikings &amp; Scots Theme Ancient Egyptians Theme</b></li> </ul>
Asking and answer questions	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance <b>Anglo-Saxons, Vikings &amp; Scots Theme Ancient Egyptians Theme</b></li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information <b>Anglo-Saxons, Vikings &amp; Scots Theme Ancient Egyptians Theme</b></li> <li>Frame historically-valid questions and create their own structured accounts, including written narratives <b>Anglo-Saxons, Vikings &amp; Scots Theme Ancient Egyptians Theme</b></li> </ul>
Using sources of evidence, including stories	<ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources <b>Anglo-Saxons, Vikings &amp; Scots Theme Ancient Egyptians Theme</b></li> <li>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and begin to understand how and why contrasting interpretations of the past have been constructed <b>Anglo-Saxons, Vikings &amp; Scots Theme Ancient Egyptians Theme</b></li> </ul>
Reliability of sources	
Important Vocabulary	<p>Appropriate use of historical terms Gain an understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p><b>Artefacts, pyramids, coffin, Egypt, hieroglyphs, cartouche, sarcophagus, sphinx, pharaoh, Tutankhamun, mummification, Canopic jar, afterlife, scroll, reed, Nile, goddess, ruler, dynasty, symbol, burial, kingdom, god, tomb, preserved, authority, history, ancient, modern, BC, AD, beliefs, Celts (recap from Yr3), Romans, Scots, Picts, Anglo Saxon, kingdom, King Alfred, Northumbria, Mercia, Wessex, Sussex, Kent, East Anglia, Essex, Offa's Dyke, Viking, Scandinavia, Denmark, Norway, Sweden, Lindisfarne, Holy Island, longships, pillage, raids, Danegeld, Danelaw, Thor, Odin, Freya, Loki, invade, settle, wergild, pagans,</b></p>
Experiences	Y4 Production based on the Vikings & Anglo Saxons learning

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	Visit to Ryedale Folk Museum Science experiment on mummification (apple) Egyptian Museum
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Year 5 Learning	
Historical Knowledge	<ul style="list-style-type: none"> <li>Know and have an understanding of the history of these islands <b>Remembrance Day Pantomime</b></li> <li>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind <b>Maya Theme</b></li> <li>Know about a non-European society that provides contrasts with British history – Mayan civilization c. AD 900 <b>Maya Theme</b></li> <li>Know about the changes in Britain from the Stone Age to the Iron Age <b>Stone Age to Iron Age Theme</b></li> <li>Know about the lives of significant people <b>Maya themel Frederick Catherwood Plants and animals theme – Charles Darwin</b></li> </ul>
Chronology (British, local and world history)	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study <b>Maya Theme Stone Age to Iron Age Theme</b></li> </ul>
Making historical links	<ul style="list-style-type: none"> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, religious and social history; and between short- and long-term timescales. <b>Pantomime Maya Theme Stone Age to Iron Age Theme</b></li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts <b>Maya Theme Stone Age to Iron Age Theme</b></li> </ul>
Asking and answer questions	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance <b>Maya Theme Stone Age to Iron Age Theme</b></li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information <b>Maya Theme Stone Age to Iron Age Theme</b></li> <li>Frame historically-valid questions and create their own structured accounts, including written narratives and analyses <b>Maya Theme Stone Age to Iron Age Theme</b></li> </ul>
Using sources of evidence, including stories	<ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources <b>Maya Theme Stone Age to Iron Age Theme</b></li> <li>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims <b>Maya Theme Stone Age to Iron Age Theme - links to Star Carr and evidence found there</b></li> </ul>
Reliability of sources	
Important Vocabulary	<p>Appropriate use of historical terms Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <ul style="list-style-type: none"> <li><b>Stone age, Palaeolithic, Mesolithic, Neolithic, prehistory, timeline, artefacts, stone, spears, cave paintings, Skara Brae, hammer stone, Stonehenge, flint, fur pelt, Neolithic man / woman, farming, agriculture, extinct, club, huts, quern stone, hunter gatherer, primitive, caveman, tribe, hunting, forage, trap, fire</b></li> <li><b>Tradition, past, culture, changes, social history, trends over time</b></li> <li><b>Maya, cacao, cenote, Chac, Chichen Itza, city state, codex, glyph, hero twins, obsidian, pyramid, quetzal, stela, Yucatan</b></li> </ul>
Experiences	<p>Y5 Production based on Pantomime Artefact focus– What could these unusual objects be used for? Creating a Maya Museum (mexicolore.co.uk)</p> <p>Making a cave painting to decorate a cave English – Stories from other cultures and religions English – High quality explanation cards for museum pieces</p> <p>Stone Age workshop – Scarborough Museums Trust</p>

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Year 6	
Historical Knowledge	<ul style="list-style-type: none"> <li>Know and have an understanding of the history of these islands <b>WW1 Theme</b></li> <li>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; achievements and follies of mankind <b>WW1 Theme Greeks Theme</b></li> <li>Know more about local history <b>WW1 Theme (Scarborough bombardment)</b></li> <li>Know more about Ancient Greece – a study of Greek life and achievements and their influence on the western world <b>Greeks Theme</b></li> <li>Know about an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – a study of <b>the legacy of Greek culture</b> (art, architecture or literature) on later periods in British history, including the present day <b>Greeks Theme (history of Greek pottery)</b></li> <li>Know about the lives of significant people <b>Ancient Greek mathematicians</b> (Pythagoras, Archimedes, Aristotle, Alexander the Great) <b>WW1 Theme</b> (Famous suffragette e.g. Emmeline Pankhurst, Archduke Franz Ferdinand, Lord Kitchener)</li> </ul>
Chronology (British, local and world history)	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study <b>WW1 Theme Greeks Theme</b></li> </ul>
Making historical links	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time including how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world <b>WW1 Theme Greeks Theme</b></li> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between military, political and social history; and between short- and long-term timescales. <b>WW1 Theme Greeks Theme</b></li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends <b>WW1 Theme Greeks Theme</b></li> </ul>
Asking and answer questions	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance <b>WW1 Theme Greeks Theme</b></li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information <b>WW1 Theme Greeks Theme</b></li> <li>Frame historically-valid questions and create their own structured accounts, including written narratives and analyses <b>WW1 Theme Greeks Theme</b></li> </ul>
Using sources of evidence, including stories	<ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources <b>WW1 Theme Greeks Theme</b></li> <li>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed <b>WW1 Theme Greeks Theme</b></li> </ul>
Reliability of sources	
Important Vocabulary	<p>Appropriate use of historical terms, Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p> <p><i>Anti-Suffrage League, hunger strike, petition, discrimination, propaganda, suffrage, suffragists, suffragette, Emmeline Pankhurst, recruitment, conscription, enlistment, poppies, Treaty of Versailles, empire, military, political, Triple Alliance, Triple entente trench warfare, trench foot, remembrance, memorial, christmas truce, central powers, no-mans land, home front, artillery, shell shock</i></p> <p><i>Add Greek vocabulary empire democracy, slaves, government, city state, citizen, enemies, armour, weapons, tactics, Sparta, Athens, Olympics, marathon, Acropolis, temple, theatre, Pythagoras, Mount Olympus, myth, King Minos, Europe</i></p>

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Experiences	Visit to Scalby war memorial on Remembrance Visit Enlisting Day – East Barnby Theme Day WW1 poetry/story – ‘Where the poppies now grow’ by Hilary Robinson and reciting a poem from WW1 Painting a poppy onto a stone to take to the remembrance service Learn Silent Night (some children playing it and others learning it in German) Greek Myth – Storytelling IAAF World Championships 2017/Olympics London 2012/Rio 2016
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