

History Matrix

	Autumn Term	Spring Term	Summer Term
1	<p><u>When my grandparents/great grandparents were young</u> (Changes within living memory)</p> <ul style="list-style-type: none"> Identify what shopping, communication and education were like when your grandparents/ great grandparents were young. Identify what home life was like for your grandparents/ great grandparents. Compare and contrast what life was like and what it is like now. 	<p><u>Grace Darling</u> (Lives of significant individuals, significant historical events, people and places in their own locality)</p> <ul style="list-style-type: none"> Identify who Grace Darling was and why she became famous. Describe what happened after the rescue. Identify how we know about Grace Darling. 	<p><u>Flight</u> (Events beyond living memory, within living memory and lives of significant individuals)</p> <ul style="list-style-type: none"> Investigate early flight Identify significant individual linked to the history of flight and understand their achievements. <ul style="list-style-type: none"> Montgolfier Brothers The Wright Brothers Charles Lindbergh Amy Johnson Neil Armstrong
2	<p><u>The Great Fires of London and Gateshead</u> (Events beyond living memory, significant historical events, people and places in the locality)</p> <ul style="list-style-type: none"> Identify when the Great Fires of Newcastle and Gateshead happened. Recognise why and how the fires started. Describe how London and Gateshead changed because of the fires. Explore the similarities and differences between the Great Fires of Gateshead and Newcastle. 	<p><u>Women Who Made a Difference</u> (Lives of significant individuals)</p> <p>Explore the differences and similarities between Florence Nightingale and Mary Seacole and understand their contributions to nursing.</p> <p>Explore the differences and similarities between Rosa Parks and Emily Davison and understand how they fought for equal rights.</p>	<p><u>Medieval Castles of England and the North-East</u> (Events beyond living memory, significant historical events, people and places in the locality)</p> <ul style="list-style-type: none"> Identify who the Normans were and describe why they invaded England. Describe what life was like in Norman Britain. Describe what Norman castles looked like. Describe what life was like in a Norman castle.
3	<p><u>Ancient Egyptians</u> (The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt)</p> <ul style="list-style-type: none"> Understand who the Ancient Egyptians were and when they were around. Identify what everyday life was like for men, women and children in Ancient Egypt. Identify how and what the Egyptians traded. 	<p><u>Changes in Britain from Stone Age to Iron Age</u> (Changes in Britain from the Stone Age to the Iron Age)</p> <ul style="list-style-type: none"> Identify when the prehistoric period was and how we know about it. Describe and compare what life was like in the Stone Age and Bronze Age. Explore the impact iron had on life in Britain. 	<p><u>What was it like to be a child in Victorian Britain?</u> (Local history – a study over time tracing how several aspects of national history are reflected in the locality, A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)</p> <ul style="list-style-type: none"> Identify who the Victorians were and what life was like in Victorian Britain. Identify who Lord Shaftesbury was and how he improved the lives of Victorian children. Identify what life was like Victorian children in education. Describe what life was like for working Victorian children.

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4	<p><u>The Roman Empire and its impact on Britain</u> (The Roman Empire and its impact on Britain)</p> <ul style="list-style-type: none"> • Understand who the Romans were and how we know about them. • Describe what life was like in Roman Britain. • Identify how and why the Romans were able to invade. 	<p><u>The invasion and settlement in England by the Anglo Saxons</u> (Britain's settlement by Anglo Saxons and Scots)</p> <ul style="list-style-type: none"> • Identify who the Anglo Saxons were and why they invaded Britain. • Identify what the Anglo Saxons traded and who they traded with. • Identify where the Anglo Saxons settled and how we know about it. 	<p><u>Mining and the impact on the local area</u> (Local history – a study over time tracing how several aspects of national history are reflected in the locality)</p> <ul style="list-style-type: none"> • Describe and explore the history of mining in the local area. • Identify why coal was so important. • Describe how mining changed the local area. • Explore the impact of mine closures.
5	<p><u>Industrial Revolution – focus on railways and locality</u> (Local history – a study over time tracing how several aspects of national history are reflected in the locality)</p> <ul style="list-style-type: none"> • Describe how people and goods were moved before the railways arrived. • Identify how, where and why the railways expanded. • Describe how 19th century life changed after the introduction of railways. 	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England</u> (The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</p> <p>Identify who the Vikings were and why they come to Britain.</p> <p>Explore if life was better in Anglo Saxon Britain or Viking Britain.</p> <p>Identify who Alfred the Great was and when he ruled.</p>	<p><u>The Maya Civilisation</u> (A non-European society that provides contrasts with British history – Maya civilisation c. AD 900)</p> <ul style="list-style-type: none"> • Identify who the Maya were and how we know about them. • Describe what life was like at the height of the Maya civilisation. • Identify what the Maya achieved and why they disappeared.
6	<p><u>World War II – The Battle of Britain</u> (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and Local history)</p> <ul style="list-style-type: none"> • Identify why Britain went to war in 1939. • Describe how World War II changed the role of women. • Identify what evacuation was like for children • Explain how warfare in the air has changed over time. 	<p><u>The Ancient Greeks</u> (Ancient Greece - a study of Greek life and achievements and their influence on the Western World)</p> <ul style="list-style-type: none"> • Identify who the Ancient Greeks were and how we know about them. • Describe what life was like for women in Ancient Greece. • Explore the ways in which the Ancient Greeks have influenced our lives today. 	<p><u>Crime and Punishment</u> (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <ul style="list-style-type: none"> • Identify and describe how crime and punishment in England has changed over the last 2000 years. • Understand why there was so much change to crime and punishment in the 19th Century. • Explore if the way criminals are caught and punished has improved in the last 100 years.