



## History Curriculum Overview

EYFS includes Nursery and Reception. Repeat yearly cycles.

KS1 and KS2 operate two cycles: **Cycle A** and **Cycle B**.

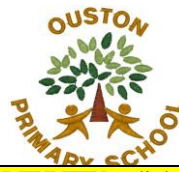
<b>Knowledge</b>	<b>EYFS</b>	<b>Y1/2</b>	<b>Y3/4</b>	<b>Y5/6</b>
<p>Increasing levels of knowledge and understanding of subject content, concepts and chronology</p> <p>Themes/Topics Objectives and trip opportunities</p>	<p><b>YN Autumn 1 ~ All About Me</b> <i>Remembers and talks about significant events in their own experience.</i> <i>Recognises and describes special times or events for family or friends.</i> ~ introduction of daily visual timetable to be used ~ Family kitchen/home corner role-play area ~ child-led play with familiar objects to encourage role-play, acting out familiar scenarios and discussion of home life</p> <p><b>YN Autumn 1 ~ The Gruffalo</b> ~ Simple re-telling and sequencing of story</p> <p><b>YR Autumn 1 ~ All About Me</b> <i>Talk about past and present events in their own lives and in the lives of family members</i> ~ Draw pictures of family/home, talk annotated by adult with child's speech ~ Family kitchen/home corner role-play area</p>	<p><b>Autumn2 ~World War I.</b> Connected History unit key question; <b>Why was Charles sent to prison?</b>  ~Learn when the First World War happened and where the Western Front was in Europe ~The countries that made up the Allies ~The countries that made up the Central Powers ~Some of the ways that life changed for people living in Britain during the war ~The main methods of communication in Britain at the time of the First World War and how they compare with today ~Why messenger pigeons were so important to the Allies during the First World War ~How horses were used during the First World War and why they were so significant to the war effort ~The ways in which many other animals were used as part of the war effort</p>	<p><b>Autumn 1 ~ Romans</b> Connected History unit key question; <b>How did the arrival of the Romans change Britain?</b> ~ Identify the modern day countries which formed part of the Roman Empire ~ Understand the motives why Emperor Claudius wanted to invade Britain ~ Explore and understand why Boudicca was a significant figure in history ~ Compare the Roman army with Boudicca's army ~ Understand why the Roman army was so good ~ Understand why Hadrian's wall was built ~ Understand what a gladiator was and why they were so popular during Roman times <b>~ TRIP OPPORTUNITY to link with local history;</b> Hadrian's Wall or Segedunum</p>	<p><b>Autumn Term-</b> no history units. One geography unit and one science unit. However, science unit, 'Evolution and Inheritance' includes a history lesson: <b>Can I empathise with a key historical figure?</b> ~Recall a range of information and facts. ~Reason/ speculate using visual prompts. ~Summarise and select relevant information. ~Empathise with a historical figure.</p> <p><b>Spring 2 ~ Baghdad</b> Pupils will learn  ~ Where the modern country of Iraq and city of Baghdad is located.  ~What Abu Jafar al Mansur's 'city of peace' in Iraq might have looked like in AD 766.</p>



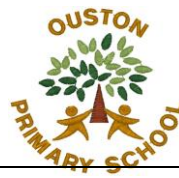
	<p>~ ‘Birthday’ role-play/dough area and discussions leading to class display  ~ child-led play with dolls/prams/baby bath to encourage role-play, acting out familiar scenarios and discussion of home life  ~ introduction of daily visual timetable to be used  ~ ‘Starting School’ book by Janet and Alan Alhberg involves discussion and language related to time</p> <p><b>YN Autumn 2 ~ People Who Help Us</b>  <i>Show interest in different occupations and ways of life</i>  ~ Discussion about community figures and jobs  ~ Create role-play areas and opportunities based on children’s interests e.g Police Station or Hairdresser’s  ~ Learn about jobs in Care Homes and the changing needs of individuals as they get older. Create special artwork for local Care Home.</p> <p><b>YN Autumn 2 ~ Christmas</b>  <i>Enjoys joining in with family customs and routines</i>  ~ Simple Remembrance Day discussions and activities to understand who we are remembering and why this is a special day  ~ Christmas story. Learn story through songs for Nativity and discuss characters. Understand that story is from the past and compare differences to now e.g where do people go to have babies now?</p>	<p>~How animals are used in a variety of roles today in the military and in rescue and support services</p> <p><b>Spring 1 ~ Fire</b>  Connected History unit key question;  <b>How do we know so much about what happened in the Great Fire of London?</b>  ~Use Samuel Pepys’ diary to identify and describe the location of the start of the fire.  ~Write explanation and suggest plausible reasons for the cause of the fire.  ~Create a timeline to sequence the most significant events of fire.  ~Use pictures/photos as stimulus to describe and explain through contrasting a range of reasons why the fire spread so quickly and took so long to extinguish.  ~ Diamond ranking exercise.</p> <p><b>Spring 2 ~ Vesuvius</b>  Connected History unit key question;  <b>Why do we know so much about where Sappho used to live?</b>  ~Learn where the remains of the ancient Roman city of Pompeii can be found today  ~Learn what the Roman empire was and identify the lands it once covered  ~Learn and discuss through role play why the Romans built a huge empire  ~Discover and discuss why the city of Pompeii was important to the Romans  ~Learn and explain what an archaeologist does  ~Observe important artefacts that have been discovered at Pompeii by archaeologists</p>	<p><b>Spring 2 ~ Stone Age</b>  Connected History unit key question;  <b>How did the lives of Ancient Britons change during the Stone Age?</b>  ~ Understand what life was like in the Stone Age  ~ Understand and identify anachronisms  ~ Describe and explain how archaeologists understand the past.  ~ Interpret information from the past from artefacts  ~ Describe and suggest reasons for the presence of a family on a beach during the Stone Age.  ~ Compare and contrast reasons why people today visit a beach to those during the Stone Age  ~ Describe the features of a Stone Age camp and explain why some features were required.  ~ Identify, describe, compare and contrast some of the ways life changed during the Stone Age.</p> <p><b>Summer 1 ~ Bronze age &amp; Iron Age</b>  Connected History unit key question;  <b>What is the secret of the standing stones?</b>  ~ Describe the process of smelting bronze from copper and tin  ~ Explain who the Amesbury Archer was &amp; why archaeologists think he was so important.  ~ Identify and name some modern day monuments  ~ Explain reasons why people might build a monument  ~ Identify and explain the main points of the monument at Merrivale  ~ Suggest possible reasons for the Merrivale Stones</p>	<p>~Why Baghdad had become the most important trading centre in the world by AD 900.</p> <p>~The purpose and importance of Bayt al – Hikma in central Baghdad in AD 900.</p> <p>~The areas of the world known and unknown to the people of Baghdad in the tenth century.</p> <p>~The importance of inventors, designers and engineers working in Baghdad during the Golden Age of Islam.</p> <p>~ Why the period around AD 900 is referred to as ‘The Golden Age of Islam’.</p> <p>~Why Baghdad was the first city in the world to have one million inhabitants.</p> <p>~ How Anglo Saxon life in Britain in the tenth century compared with life in Baghdad.</p> <p><b>Summer 1 ~ Maya</b>  Pupils will learn</p> <p>~The location of the countries and cities of modern Central America</p> <p>~The way of life of modern Maya people  ~The natural features of the environment and climate of Central America</p>
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	<p><b>YR Autumn 2 ~ Special Days</b>  <i>Know that other children don't always enjoy the same things, and are sensitive to this.</i>  <i>Know about similarities and differences between themselves and others, and among families, communities and traditions.</i>          ~ Understand that Bonfire Night began because of the actions of someone from the past, Guy Fawkes.          ~ Remembrance Day discussions and activities. Understand the difference between images from the past and present (e.g. soldiers). Understand that there are still issues/war now.          ~ Diwali traditional story and traditions          ~ Christmas home role-play area to encourage discussion of their own experiences to compare to others          ~ Christmas Nativity story linked to religion and beliefs of some          ~ Suggest appropriate Christmas presents for family members, considering ages (magazine collage)</p> <p><b>YN Spring 1 ~ Winter/Penguins</b>          ~ Simple re-telling and sequencing of story</p> <p><b>YN Spring 1 ~ Transport</b>  <i>Show interest in different occupations and ways of life</i>          ~ Discussion about transport jobs and children's experiences of this. Does anybody have a family member who works in a garage, as a bus driver, at the airport etc?          ~ Possible texts: 'Mr Gumpy's Motor Car'. Allows opportunity to compare and contrast illustrations to modern vehicles. 'Stephen Biesty's</p>	<p>~Discuss what these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people          ~Learn why the city of Pompeii was destroyed in AD 79          ~Discuss differences between primary and secondary sources of evidence of this event          ~Understand how archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyed          ~Learn why the bodies of many people who died at Pompeii were preserved and how they have since been restored</p> <p><b>Summer 1 ~ Castles and Knights</b>          No Connected History unit linked to our locality. Instead, we are using local castles as starting point to explore key question; <b>Where do castles come from and who lives in them? (Local History)</b>          ~ Identify common features between various castles in the North-East (looking at pictures) and speculate about their purpose and who might live there, if anyone!          ~ Recognise different features of castles and learn the related vocabulary e.g drawbridge          ~ Sequence events to make a timeline; including when local castles were built and significant moments in their history          ~ Describe the different roles of people who lived or worked in medieval castles</p>	<p>~ Imagine and empathise what it would be like to visit the standing stones          ~ Identify, describe, and explain the choice of ten artefacts to be placed in the grave of a Bronze Age key figure</p> <p><b>CYCLE B</b></p> <p><b>Autumn 1 ~ Ancient Egyptians</b>          ~ Know when the Ancient Egyptians occurred in world history. Sequence events from the Ancient Egyptian timeline.          ~ Identify and locate Egypt. Investigate and understand why the River Nile was so important to the Ancient Egyptians.          ~ Research information about the pyramids. Know the names of key ones and understand how and why they were built.          ~ Learn about famous Pharaohs including the discovery of Tutankhamen.          ~ Explore how the Ancient Egyptians communicated, know that they used symbols as letters ~ hieroglyphics.          ~ Understand the importance of mummification and death to the Ancient Egyptians.          ~ <b>TRIP OPPORTUNITY</b>; The Oriental Museum (Life and Death in Ancient Egypt workshop)</p> <p><b>Spring 1 ~ Anglo - Saxons</b></p> <p><b>Summer 1 ~ Invaders and Settlers: The Vikings</b>          Connected History unit key question; <b>What did the Vikings want and how</b></p>	<p>~Who the ancient Maya were and some of their achievements The features and purpose of the structures of the ruined Maya city of Chichen Itza</p> <p>~The purpose of a range of ancient Maya artefacts from the city</p> <p>~The social and religious importance of the ball game pok-a-tok</p> <p>~How the ancient Maya farmed using mountain terraces The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100</p> <p>~How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</p> <p><b>CYCLE B</b></p> <p><b>Autumn 2 ~ British Empire</b></p> <p><b>Pupils will learn</b></p> <p>~What the purpose of an empire is</p>
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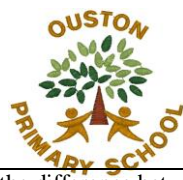
	<p>Flying Machines' contains illustrations of aircrafts over time.</p> <p><b>YR Spring 1 ~ Winter</b>  <i>Know that other children don't always enjoy the same things, and are sensitive to this.</i>  <i>Know about similarities and differences between themselves and others, and among families, communities and traditions.</i>  ~ know that Chinese New Year is celebrated by some people, and how it is celebrated. Use Twinkl story 'Dragons in the City' and traditional story of 'The Great Race' (to understand that the story has been passed down), photos and video clips.</p> <p><b>YN Spring 2 ~ Once Upon a Time</b>  ~ Simple re-telling and sequencing of stories</p> <p><b>YN Spring 2 ~ Easter</b></p> <p><b>YR Spring 1 ~ Once Upon a Time</b>  <i>Use past, present and future forms accurately</i>  <i>Develop their own narratives and explanations by connecting ideas and events</i>  ~ Simple re-telling and sequencing of stories  ~ Predicting possible endings to stories (developing awareness of cause and effect)  ~ Plan and write simple versions of well-known stories using time-related vocabulary (first, then, next etc.)</p> <p><b>YN Summer 1 ~ In the Garden</b></p>	<p>~ <b>TRIP OPPORTUNITY to link with local history;</b> Durham Castle (Exploring Durham Castle themed day) or Newcastle Castle Keep (Knight School workshop)</p> <p><b>Summer 2 ~ Toys/ Victorian Schooldays</b>  Currently no Connected History unit available so instead, we are following structure of '1960s toy' unit, but placing into the Victorian period; <b>How did children spend their free time in Victorian Britain?</b>  ~ Identify and describe some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this  ~ Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date  ~ Identify and describe some of the most popular toys and games in Victorian era  ~ Compare and contrast Victorian toys and artefacts to those of today; identifying and describing similarities (continuity) and differences they observe (changes)  ~ Select reasons to explain why being a Chimney-Sweep has been described as one of the worst jobs in history (use 'Simple History' video)  ~ Recognise images of Queen Victoria and understand why she is still one of the most famous monarchs that ever lived  ~ <b>TRIP OPPORTUNITY;</b> Beamish (Life in the Infant Classroom workshop). Children to dress up and experience a day in Victorian times.</p>	<p><b>did Alfred help to stop them getting it?</b>  ~Have an understanding of the British history timeline.  ~Understand why the Vikings attacked Holy Island.  ~Identify and describe the features of a longship.  ~Understand why Norsemen travelled and settled in Britain.  ~Explain why we think Vikings wore 'horned helmets' and understand myth and folklore.  ~Justify why Alfred the Great was great.  ~ <b>TRIP OPPORTUNITY;</b> Palace Green Library/Durham Castle (The Coming of the Vikings workshop)</p>	<p>~ The colonies that formed the British Empire at its height in 1921</p> <p>~Why Britain built the world's largest empire</p> <p>~The advantages and disadvantages of being a British colony</p> <p>~Why The British empire has now almost disappeared</p> <p>~ Why Britain went to war with Argentina in 1982</p> <p>~The purpose and countries of The Commonwealth</p> <p><b>Spring 2 ~ Did a horse really defeat the Trojans?</b>  Connected History unit key question; <b>Did a horse really defeat the Trojans? The story of The Trojan Horse.</b>  ~ Describe and explain the main events in the siege of the city of Troy  ~ Evaluate and critique the visual, written and archaeological evidence  ~ Reach a conclusion and make a judgment regarding whether the story is fact, legend or myth, and justify their decision.</p> <p><b>Spring 1 ~ Battle of Britain</b></p> <p>Pupils will learn</p> <p>~Why Britain was at war with Nazi Germany 1939-45</p> <p>~Why Britain faced the threat of invasion in 1940</p>
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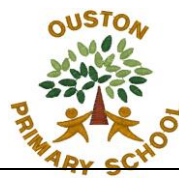
	<p>~ Simple re-telling and sequencing of story</p> <p><b>YR Summer 1 ~ Growing</b>  <i>Talk about past and present events in their own lives and in the lives of family members</i></p> <p>~ St. George's Day. Understand this as a story from the past that has been passed on.  ~ Historical Association enquiry key question; <b>How have I changed since I was a baby?</b></p> <p>~ 'When We Were Giants' book by Martin Waddell  ~ "A Chair for Baby Bear" by Kaye Umansky &amp; Chris Fisher  ~ Sequencing timeline of human growth and life (baby, toddler, child, teenager, adult, elderly).  ~ Look at toys, objects (e.g. high chair) and use to understand growth and change</p> <p><b>YN Summer 2 ~ My Healthy Body</b>  ~ Through discussion, songs and various activities, children begin to understand that taking care of their bodies will help them to lead a long, healthy life  ~ Doctor's/Hospital role-play area  ~ Bigger than/smaller than comparisons (link to Maths; SSM)</p> <p><b>YN Summer 2 ~ Summer</b>  ~ Reflect on Nursery experiences and consider how they have grown and changed in different ways.  ~ Transition afternoon and story times in Reception</p> <p><b>YR Summer 2 ~ Summer</b></p>	<p><b>CYCLE B</b></p> <p><b>Autumn 1 ~ Ourselves and Our Bodies</b>  No Connected History unit, as main topic theme is Science and Geography, but children will learn;  ~ To understand changes in their own lifetime.  ~ To understand how they have changed from being a baby.</p> <p><b>Spring 1 ~ Significant People – Grace Darling / Thomas Barnardo / Rosa Parks</b>  Connected History unit key question; <b>Who is the Greatest History Maker?</b>  Follow enquiry style, but with focus on Grace Darling (to link with locality), Thomas Barnardo and Harriet Tubman (or) Rosa Parks  ~ Describe, reason and explain what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas.  ~Identify, describe and explain how three significant people made history during their lifetime.  ~Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision.</p> <p><b>Summer 1 ~ Titanic</b></p>		<p>~Why Nazi Germany needed to defeat the RAF before beginning an invasion</p> <p>~What occurred during the Battle of Britain</p> <p>~Why Britain won the Battle of Britain</p> <p>~The significance of this victory for Britain</p>
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	<p><i>Talk about past and present events in their own lives and in the lives of family members</i></p> <p>~ Reflect on Reception experiences and consider how they have grown and changed in different ways.</p> <p>~ Predictions/wishes for Year 1</p>	<p>Connected History unit key question;  <b>Why did Delia buy a new hat? (Titanic)</b></p> <p>~ Compare and contrast historical sources to enable them to recognise and describe in simple terms some of the stark contrasts that existed in living conditions amongst different sections the population of Britain in 1912</p> <p>~ Describe and offer reasons why so many migrants such as Delia left Ireland in the 1900s to start new lives in other countries</p> <p>~ Describe and explain the difference between primary sources and secondary sources of historical evidence</p> <p>~ Create a simple timeline using equidistant intervals of time to identify, describe and explain the temporal order of the events of the final day of the Titanic 5/4/1912</p> <p>~ Create their own historical narrative in the form of a journalistic recount text, which sequences and describes the events that occurred during the voyage of the Titanic and provides reasons for why things unfolded as they did</p> <p><b>Summer 2 ~ Pirates</b></p> <p>Connected History unit key question;  <b>What does it take to become a great explorer?</b></p> <p>~Describe the achievements of Ranulph Fiennes, Amy Johnson and Christopher Columbus</p> <p>~ Explain why their achievements were so significant</p> <p>~ Pirates! What did they do? What were their ships like? What did they wear?</p>		
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		<p>~ Understand the difference between life at sea in the past and compare to</p> <p>~ Famous real pirates</p> <p>~ <b>TRIP OPPORTUNITY</b>; National Museum of the Royal Navy Hartlepool Marina (Pirates Vs the Navy or All Hands on Deck workshops)</p>		
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<p><b>Skills</b></p> <p>These skills should be developed across both cycles</p>	<p>Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate</p>	<p><i>Continue to develop these skills;</i></p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate</p>	<p><i>Revisit skills from KS1, where needed, and develop the following skills;</i></p> <p>Summarise Synthesise Explain/Demonstrate understanding</p>	<p><i>Revisit skills from KS1 and Lower KS2, where needed, and develop the following skills;</i></p> <p>Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesise</p>
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<b>Vocabulary</b>	<b>EYFS</b>	<b>Y1 / 2</b>	<b>Y3 / 4</b>	<b>Y5 / 6</b>
<p>Increasingly confident and appropriate use of subject vocabulary, historical terms and language</p>	<p>Everyday language related to time;            Today            Tomorrow            Yesterday            Days            Weeks            Months            Years            Old/Older            Young/Younger            First            Last            Before            After            Next            Then            Finally</p> <p>Baby            Parent            Toddler       Grandparent            Child           Auntie            Teenager      Uncle            Adult           Cousin            Elderly            Brother            Sister            Mam/Mammy            Dad/Daddy</p>	<p>Each 'Connected History' enquiry has its own list of relevant, recommended vocabulary.</p>	<p>Each 'Connected History' enquiry has its own list of relevant, recommended vocabulary.</p>	<p>Each 'Connected History' enquiry has its own list of relevant, recommended vocabulary.</p>