

History Curriculum Overview

Historical Chronology Historical Concepts Historical Interpretations Historical Enquiry Historical communication

(* Strand to be covered in-depth - ensure skilled based lesson linked to assessment activity)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What Do I Know About Me?	I Wonder if Everything Has a Shadow.	Why is the Sky Blue?	Does Everything Grow?	Is it an insect?	Journeys- Where will you go?
Year 1	<p>What makes me, me? Provide opportunities for the children to acquire some sense of the passing of time. Reflect on changes, which have occurred to them in their young lives.</p> <p>Historical concepts Historical communication</p>	<p>How would you rebuild London after the Great Fire? Explore the events that happened during the Great fire and why it so significant in history now. The chn will explain why the Great Fire spread so quickly using the various ideas and more use of time conventions when writing in history, e.g. 'in 1666' Local link - Use photographs to find out about the great fire of Darlington. Poppy Day: What are memories?</p> <p>**Historical concepts **Historical communication</p> <p><i>British history Cultural, military</i></p>	<p>Were children happier in the olden days? Allow children to ask their own questions about things they would like to find out about within living memory in Darlington?</p> <p>Children are to develop an awareness of the past, using common words and phrases relating to the passing of time, idea of chronology and that there are similarities and differences between ways of life in different periods.</p> <p>**Historical enquiry **Historical chronology Historical interpretations</p> <p><i>Local history Cultural</i></p>	<p>Which animal is King of the Carnival?</p>	<p>What is growing in our gardens?</p>	<p>What is special about the Great British Sea side? (Geog/Hist) Understanding changes within living memory – using photographs to identify what people did/ do now at the seaside.</p> <p>**Historical interpretations **Historical communication Historical chronology</p> <p><i>Local history/ British History Cultural</i></p>

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Year 2	Where does our food come from?	<p>How does the North East link with Australia?</p> <p>Captain Cook, (A person of significance) will also be investigated to further connect the North East to Australia.</p> <p>The Gunpowder plot Understanding what is remembered when we celebrate Bonfire night using picture and clues.</p> <p>**Historical interpretations Historical communication Historical enquiry</p> <p><i>Local history Political</i></p>	<p>Who is George Stephenson and why is he so special to Darlington? Chn are to understand why GS is famous and begin to understand the impact on lives, past and present. They will investigate the main events using pictures, photographs, written sources, artefacts and visits outside the classroom. They will gain an insight into how lives in the past were different to their lives now and learn about why GS is significant nationally as well as locally.</p> <p>**Historical enquiry **Historical chronology **Historical concepts</p> <p><i>Local/ British history Cultural, economic</i></p>	<p>What makes a structure strong? Children will learn how Brunel's designs changed the lives of many people. They will identify which time period this was and link to when previous people studied were around, thus building on their sense of chronology. The chn will compare aspects of life in different periods linked to significant people, events and historical places in their own locality (St Cuthberts)</p> <p>**Historical communication **Historical chronology</p> <p><i>Local/ British history Cultural, economic</i></p>	Why can't all animals share the same bedroom?	How can we make our local area better?
Year 3	How can we take responsibility for making our community more healthy?	<p>Which was the best period to live in: the Stone Age, Bronze Age or Iron Age? Chn to learn that people have been living in Britain for a very long time and</p>	<p>Toy Designer: How are toys and games based on science?</p>	<p>What makes the Earth angry?</p>	<p>Why was the River Nile so important to Ancient Egyptian life? The chn will investigate what societies in Mesopotamia, the Indus valley and in China all had in common by extracting information from</p>	<p>What is 'great' about Great Britain? People will be at the centre of this study as the children will recognise who has helped make Great Britain great today and, in the past, including British monarchs,</p>

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		<p>about what life was like between the early Stone Age to the Iron Age. Time line activities will help them understand this wide span of time. The chn will learn how historians find out about prehistory and they will recognise how people lived during these periods They will identify the significant inventions and changes that took place throughout these years.</p> <p>**Historical chronology **Historical concepts **Historical communication</p> <p><i>British history Cultural, social</i></p>			<p>text/pictures/objects. An in-depth study of Ancient Egypt will allow the children to learn about the attitudes, beliefs, and ways of life of Ancient Egyptians and how artefacts can lead us to find out more about people's daily lives and even re-write history. Look at the Rosetta Stone as a catalyst for this.</p> <p>**Historical enquiry **Historical interpretations Historical concepts Historical communication</p> <p><i>World history Cultural, social, religious, political</i></p>	<p>scientists, mountaineers and people in the community! They will place significant people onto a timeline to identify key changes/ influences that have had an effect on Great Britain overtime.</p> <p>Historical chronology</p> <p><i>British history political</i></p>
Year 4	<p>What is important to our Darling Town? The chn will understand how the local landscape has changed through their own observations of the area, maps and pictures. They will know that types of settlement and land</p>	<p>How can we make a difference through art?</p>	<p>What did the Ancient Greeks do for us? The chn will recognise that the Ancient Greeks were farmers and early traders that introduced their way of life to many new places. They will learn about their ideas on science, art,</p>	<p>How can we make our school dinners even better?</p>	<p>How might life be different for us now if Hadrian's wall had never been built? The study of Hadrian's Wall will allow the chn to understand what Roman life in Britain was like and will allow them to make comparisons with what Britain was like at the end of the Iron age, between Celtic and Roman life styles. They will learn that Roman Britain</p>	<p>Are some rivers more important than others?</p>

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	<p>use effects how and where people live and be able to give reasons for why Darlington has changed overtime.</p> <p>Historical concepts Historical chronology</p> <p><i>Local history</i> <i>Cultural, Economic</i></p>		<p>architecture, religion and philosophy which will help them discover what life was like in Ancient Greece. They will name some of the legacies that they left behind and how their culture influences life today. A study of Alexander the Great will also help the chn to understand how nature of the ancient world was changed. They will locate where Ancient Greece fits in with other periods already studied, making links with other civilisations.</p> <p>**Historical enquiry **Historical concepts **Historical communication Historical interpretations Historical chronology</p> <p><i>World History</i> <i>Cultural, political, religious</i></p>		<p>was part of a huge empire ruled from Rome and why they wanted to control the minerals and exports from this country. They will also understand why the Roman Army was so successful in building up the Roman Empire. Interpretations of Boudicca will help the chn to identify the struggles faced.</p> <p>**Historical chronology **Historical concepts **Historical interpretations Historical enquiry Historical communication</p> <p><i>World History</i> <i>Cultural, political, social, military, economic</i></p>	
Year 5	<p>Why would you leave one small island for another? In this Geography focussed topic, the chn will have</p>	<p>What did the Anglo-Saxons and Vikings leave behind? In this enquiry, most lessons will combine the study of Anglo-</p>	<p>How did mining shape the North East we know today? In this enquiry the chn will have</p>	<p>How can you make theatre?</p>	<p>How easy would it be to become a self-sufficient school?</p>	<p>Who was more advanced in 900AD – Britain or the Maya? The chn will learn about the achievements of the ancient Maya - perspective of time,</p>

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	<p>opportunities to use prior historical learning - including the expansion of the railway, development of factories and job opportunities to help them recognise why people move/ have moved around the world. This topic will allow the children to extend their knowledge of world history by focussing on the Windrush movement and what it brought to the British way of life. They will learn that reasons people migrate can be economic, social or political. Throughout this enquiry children will be using primary sources to find out information about the Windrush e.g. Passenger lists, tickets. Timeline activities will also help them to understand when migrations occurred over time.</p> <p>Historical chronology Historical Enquiry **Historical interpretation</p>	<p>Saxons and Vikings, but will begin with a few lessons on the Anglo-Saxons, their settlement in Britain and their struggles against the Picts and Scots. This is due to the Anglo-Saxons' arrival to Britain before the Vikings. The Vikings will then be introduced and continual references to both Anglo-Saxons and Vikings will be made in lessons to depict their similar/varying natures when living with each other and fighting for control over Britain. Opportunities will be given throughout for the chn to compare achievements with previous civilisations studied. E.g. Housing, social systems, entertainment, beliefs, food. The chn will investigate what it was like around their local area in Saxon and Viking times by investigating who St Bede was – linking to RE.</p> <p>**Historical chronology</p>	<p>opportunities to contrast life in Victorian Britain to earlier civilisations already studied – eg. Comparisons to mining. By tracing both the history of mining in the North East and land use the chn will recognise how important the area was nationally and internationally. The chn will develop an understanding of what the industrial revolution was and some of the effects the change has had on our area. The chn will learn where the Victorian period fits into British history, recalling the work of significant people studied earlier – <i>Brunel, Stephenson, Cook</i> etc. They will conclude by recognising how our local area had a huge impact on the industrialisation through the railway links and mining.</p> <p>**Historical concepts **Historical interpretations</p>			<p>the calendar system, writing, maths, and the environment. In doing so they will make comparisons between the Maya and Britain's own history/ civilisations studied earlier in KS2, e.g. Pyramids, crops, beliefs etc. Following up the Vikings with this study will help the chn to reinforce their learning by revisiting knowledge already acquired and using it to contextualise their learning about the Maya. The chn will have prior knowledge of the Americas which will help them to recognise the type of landscape that this civilisation will have settled and thrived in. Learning about a cultural system, one where there is human sacrifice demands greater maturity for chn to empathise and show dignity and respect, which is why Year 5 is a preferred year group to study this civilisation in.</p> <p>**Historical concepts **Historical enquiry **Historical communication Historical chronology Historical interpretations</p> <p><i>World history Cultural, religious</i></p>
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	<p><i>British/ World History Cultural, political, social</i></p>	<p>**Historical concepts **Historical interpretations Historical enquiry Historical communication</p> <p><i>Local/ British History Cultural, social, religious</i></p>	<p>**Historical communication Historical chronology Historical enquiry</p> <p><i>Local/ British history Cultural, economic</i></p>		
Year 6	<p>Is it ever right to fight? This enquiry will allow the chn to extend their chronological knowledge beyond 1066 through the study of British history as well as giving them a strong chronological narrative following on from earlier studies of civilisations that have helped shape Britain today. They will also have the opportunity to focus on a local history study, which will also combine the study of wars over time with the impact of war on the local area. They will identify the main differences between a battle and a war and will look at local battles as well as significant battles that have taken place in Great Britain. The chn will learn when WW1 and WW2 took place, identifying what was happening during these time periods and how life changed for people after WW1. They will identify the differences between WW1 and WW2 and how technology had a huge impact on WW2. The chn will have opportunities throughout this enquiry to devise questions about change, cause, similarity, difference and significance of people or events in a wider context. They will be able to answer their own questions through selecting the correct sources of evidence to help them justify their reasons. They will discuss trends over time and see the relationship between different periods and the legacy or impacts for</p>	<p>Why does deforestation in the Amazon matter to people outside South America?</p>	<p>What drives individuals to explore? People will play a part of this Geography enquiry as the chn will revisit significant explorers including - Neil Armstrong, Christopher Columbus, Amelia Earhart, Captain Cook, Alexander the Great, Eric the Red and meet new explorers that they will be discovering more about - to demonstrate a coherent Chrono-logical narrative, knowledge and understanding of Britain's past and the wider world. This timeline will provide the connection to mini-studies which will allow the children to investigate and make comparisons between different times, continents, climates, ways of travel and geographical features. Their historical enquiry and communication skills will be used to answer and justify their decision about who is the greatest explorer of all time Charles Darwin Through a mini-study of Charles Darwin, the chn will build on what they learned in Year 3 about fossils, they will find out more about how living things on earth have changed over time. This study will provide many stimuluses for writing in both fiction and non-fictional genres to ensure that the children have opportunities to write at length as a Historian/ Geographer/ Scientist, using key geographical, scientific and historical terms – a pre requisite for KS3. Historical enquiry runs through this study where the children can select and organise relevant historical information from a range of historical sources before identifying and justifying which explorer is the most significant, by thoughtfully selecting and organising relevant historical information.</p>		

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<p>them. There will be opportunities for the chn to create their own structured accounts, including written narratives and analyses- using key historical terms accurately e.g. century, decade.</p> <p> **Historical chronology **Historical concepts **Historical interpretations **Historical enquiry **Historical communication </p> <p><i>Local/ British History/ World History</i> <i>Political, military, social, cultural</i></p>		<p> **Historical chronology **Historical enquiry **Historical communication Historical concepts Historical interpretations </p> <p><i>Local/ British History/ World History</i></p>
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