

## History Curriculum Overview Summary 2023-24

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### Historical Chronology   Historical Concepts   Historical Interpretations   Historical Enquiry   Historical communication

Year 1	<b>What makes me, me?</b> 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. <b>Historical concepts</b> Historical communication	<b>How would you rebuild London after the Great Fire?</b> Explore the events that happened during the Great fire and why it so significant in history now. The children will explain why the Great Fire spread so quickly using the various ideas and more use of time conventions, e.g. 'in 1666' Local link - Use photographs to find out about the great fire of Darlington. <b>Poppy Day: What are memories?</b> <b>**Historical concepts</b> <b>**Historical communication</b> <i>British history/ Cultural/ military</i>	<b>Were children happier in the olden days?</b> Allow children to ask their own questions about things they would like to find out about within living memory in Darlington? 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. <b>**Historical enquiry</b> <b>**Historical chronology</b> <b>Historical interpretations</b> <i>Local history/ Cultural</i>	<b>Which animal is King of the Carnival?</b>	<b>What is growing in our gardens?</b>	<b>What is special about the Great British Sea side? (Geog/Hist)</b> Understanding changes within living memory – using photographs to identify what people did/ do now at the seaside. <b>**Historical interpretations</b> <b>**Historical communication</b> <b>Historical chronology</b> <i>Local history/ British History Cultural</i>
Substantive concepts		Trade, Civilisation, Legacy, Conflict	Beliefs			Legacy
Disciplinary Concepts		Cause and Consequence	Similarities & Differences			Continuity and Change

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Year 2	Where does our food come from?	<p><b>How does the North East link with Australia?</b>  <b>Captain Cook,</b>            (A person of significance) will also be investigated to further connect the North East to Australia.</p> <p><b>Why should we remember the Gunpowder plot?</b>            Understanding what is remembered when we celebrate Bonfire night using picture and clues.</p> <p><b>**Historical interpretations</b>            Historical communication  <b>Historical enquiry</b>            Local history            Political</p>	<p><b>Who is George Stephenson and why is he so special to Darlington?</b>            Children 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><b>**Historical enquiry</b>  <b>**Historical chronology</b>  <b>**Historical concepts</b>            Local/ British history            Cultural, economic</p>	How can we become wildlife conservation Officers?	<p><b>What makes a structure Strong?</b>            DT Science driver with some History –            Children will learn about significant people – Brunel and Emily Roebling</p>	<p><b>Why was the Great Exhibition significant?</b>            Children will explore trade and leisure in Victorian times. In particular they will recognise changes and achievements in technology and Science as well as changes that occurred in London. They will identify which time period this was and link to when previous people studied were around, thus building on their sense of chronology. They will learn how Crystal palace was built for the Great Exhibition and what that meant to the people of Great Britain.</p> <p>Historical communication  <b>Historical chronology</b>            Local/ British history            Cultural, economic</p>
Substantive concepts		Conflict, Beliefs, Civilisation	Beliefs, Trade, Legacy			Trade, Empire
Disciplinary Concepts		Significance	Significance			Interpretation, Significance Similarities & Differences
Year 3	How can we take responsibility for making our community more healthy?	<p><b>What was Britain like at the end of the Iron age, what had they achieved?</b>            Chn to learn that people have been living in Britain for a very long time and 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</p>	<p><b>Toy Designer: How are toys and games based on science?</b></p>	What makes the Earth angry?	<p><b>Why was the River Nile so important to Ancient Egyptian life?</b>            The chn will investigate what societies in Mesopotamia, the Indus valley and in China all had in common by extracting information from 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</p>	<p><b>What is 'great' about Great Britain?</b>            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, 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><b>Historical chronology</b>            British history/ political</p>

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Historical Chronology		Historical Concepts		Historical Interpretations		Historical Enquiry		Historical communication	
		took place throughout these years. **Historical chronology **Historical concepts **Historical communication <i>British history/ Cultural/ social</i>				history. Look at the Rosetta Stone as a catalyst for this. **Historical enquiry **Historical interpretations Historical concepts Historical communication <i>World history/ Cultural/ social/ religious/ political</i>			
Substantive concepts		Conflict, Beliefs, Trade, Civilisation, Legacy				Beliefs, Trade, Civilisation, Legacy, Empire			
Disciplinary Concepts		Continuity & Change Similarities & differences				Interpretation Similarities & differences			
Year 4	<b>What is important to our Darling Town?</b> 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 use effects how and where people live and be able to give reasons for why Darlington has changed overtime. Historical concepts Historical chronology <i>Local history Cultural, Economic</i>	<b>What influences Art?</b>	<b>What did the Ancient Greeks do for us?</b> 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, 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. **Historical enquiry **Historical concepts **Historical communication Historical interpretations Historical chronology  <i>World History</i>	<b>How can we make our school dinners even better?</b>	<b>How might life be different for us now if Hadrian's wall had never been built?</b> 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 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. **Historical chronology **Historical concepts **Historical interpretations Historical enquiry Historical communication	<b>Are some rivers more important than others?</b>			

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			Cultural, political, religious		World History/ Cultural/ political/ social/ military/ economic	
Substantive concepts	Beliefs, Trade, Legacy		Conflict, Beliefs, Trade, Civilisation, Legacy, Empire		Conflict, Beliefs, Trade, Civilisation, Legacy, Empire	
Disciplinary Concepts	Continuity & Change		Significance, Similarities & differences		Interpretation, Cause & Consequence	
Year 5	<p><b>What did the Anglo-Saxons and Vikings leave behind?</b> We will begin with learning about 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><b>**Historical chronology</b> <b>**Historical concepts</b> <b>**Historical interpretations</b> <b>Historical enquiry</b> Historical communication Local/ British History Cultural, social, religious</p>	<p><b>Why would you leave one small island for another?</b> In this Geography focussed topic, the chn will have 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><b>Historical chronology</b> <b>Historical Enquiry</b> <b>**Historical interpretation</b> British/ World History Cultural, political, social</p>	<p><b>How can you make theatre?</b></p>	<p><b>How did mining shape the North East we know today?</b> In this enquiry the chn will have 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><b>How easy would it be to become a self-sufficient school?</b></p>	<p><b>Who was more advanced in 900AD – Britain or the Maya?</b> The chn will learn about the achievements of the ancient Maya - perspective of time, 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><b>**Historical concepts</b> <b>**Historical enquiry</b> <b>**Historical communication</b> <b>Historical chronology</b></p>

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				<b>**Historical concepts</b> <b>**Historical interpretations</b> <b>**Historical communication</b> <b>Historical chronology</b> <b>Historical enquiry</b> <i>Local/ British history</i> <i>Cultural, economic</i>		<b>Historical interpretations</b> <i>World history/ Cultural/ religious</i>
<i>Substantive concepts</i>	<i>Conflict, Beliefs, Trade, Civilisation, Legacy</i>	<i>Empire</i>		<i>Legacy</i>		<i>Trade, Civilisation, Legacy</i>
<i>Disciplinary Concepts</i>	<i>Interpretation, Cause &amp; Consequence</i>	<i>Cause &amp; Consequence</i>		<i>Continuity and change, Significance</i>		<i>Similarities &amp; differences, Interpretation</i>
Year 6	<b>What are rainforests and what actions can we take to improve their sustainability?</b>	<b>What does it mean to be ‘fit for life’?</b>	<b>How has crime and punishment changed over time in Britain?</b>  Through this enquiry, children will extend their chronological knowledge beyond 1066 as well as giving them a strong chronological narrative following on from earlier studies of civilisations that have helped shape Britain today including opportunities to recall the significance of the railways and their influence on crime. It will help the children to understand how things have changed, (and have stayed roughly the same) over a long period of 1000 years as what to do to punish and then prevent crime has always been a difficult problem to solve and always will be. The children will recognise that each period in history has its own problems, whether it’s simple stealing from a house in the Middle Ages or cyber-crime today. This study will begin by making links with previous learning by looking at how the legacies of the Romans in Britain still influences Crime and Punishment today as well as linking it to work done on Saxon justice, Tudor and Victorian periods  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. <b>**Historical chronology</b> <b>**Historical concepts</b> <b>**Historical interpretations</b> <b>**Historical enquiry</b> <b>**Historical communication</b> <i>Local/ British History/ World History</i> <i>Political, military. social, cultural</i>	<b>Social action project</b>	<b>Coasts</b>	

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Substantive concepts			Conflict, Beliefs, Civilisation, Legacy, Empire		
Disciplinary Concepts			Similarities & differences, Continuity & Change, Interpretation		