



















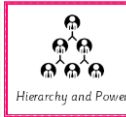





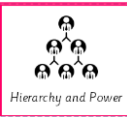





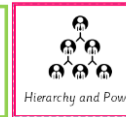
History Curriculum Overview

	Autumn	Spring	Summer
Reception	<p>Me and My Family, Autumn changes, Harvest, Celebrations</p> <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> ● Routines of the day – internalising structure. Routines set out to internalise time during the day. Look at the structure of the day from getting up to going to bed. ● Tracking and mapping out their birthdays. ● Know that children were babies in the past. ● Know that adults were children in the past. ● Know that adults can remember things from the past. ● Describe family Christmas traditions ● Name other countries and cultures traditions ● Describe the story of Bonfire Night ● Recognise that people have different beliefs and celebrate special times in different ways 	<p>People Who Help Us, Cold Climates, Space and Science</p> <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> ● Routines of the day – internalising structure. Routines set out to internalise time during the day. Look at the structure of the day from getting up to going to bed. ● Tracking and mapping out their birthdays. ● Describe the roles of significant adults in the community. ● Describe and re-enact traditions from Chinese New Year celebrations. 	<p>Growing and Changes, Architects and Artefacts, At the seaside, Where in the world are we?</p> <div style="display: flex; justify-content: space-around;">  </div> <ul style="list-style-type: none"> ● Routines of the day – internalising structure. Routines set out to internalise time during the day. Look at the structure of the day from getting up to going to bed. ● Tracking and mapping out their birthdays. <p>Identify similarities and differences between babies and four year olds.</p> <ul style="list-style-type: none"> ● Describe how people change in the first four years of life. ● Identify similarities and differences between four year olds and adults. Describe how people grow up and change. ● Compare and Contrast characters from stories including figures from the past. ● Describe differences and similarities between beaches around the world, using














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	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries 		<p>photographs.</p> <ul style="list-style-type: none"> Name some other special buildings in our community and explain their function through role play and small world re-enactment. Recognise some environments that are different to the one in which they live.
Year 1	<p>Homes & Lifestyles in the Past</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid yellow; padding: 2px; text-align: center;">  Community and Culture </div> <div style="border: 1px solid blue; padding: 2px; text-align: center;">  Exploration and Invention </div> </div> <ul style="list-style-type: none"> To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p>Great Women – Rosa Parks & Emily Davison</p> <div style="border: 1px solid red; padding: 2px; text-align: center;">  Significance </div> <ul style="list-style-type: none"> To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality. 	<p>Explorers - Christopher Columbus and Neil Armstrong</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid red; padding: 2px; text-align: center;">  Significance </div> <div style="border: 1px solid blue; padding: 2px; text-align: center;">  Exploration and Invention </div> </div> <ul style="list-style-type: none"> To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Year 2	<p>The Great Fire of London and Newcastle and Gateshead</p> <div style="border: 1px solid red; padding: 2px; text-align: center;">  Significance </div> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally, [the Great Fire of London]. Significant historical events, people 	<p>Significant People – Florence Nightingale & local person, Ethel Williams</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid red; padding: 2px; text-align: center;">  Significance </div> <div style="border: 1px solid blue; padding: 2px; text-align: center;">  Exploration and Invention </div> </div> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare 	<p>Holidays in the past</p> <div style="border: 1px solid yellow; padding: 2px; text-align: center;">  Community and Culture </div> <ul style="list-style-type: none"> To know about changes within living memory. Where appropriate, these should be used to reveal

History Curriculum Overview

	and places in their own locality, [the Great Fire of Newcastle and Gateshead].	aspects of life in different periods. <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. 	aspects of change in national life
Year 3	<p>The Stone Age to Iron Age</p>   <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. 	<p>Ancient Greece</p>    <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world. 	<p>Development of the Railways and George Stephenson</p>    <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Impact of the Railways.
Year 4	<p>The Romans</p>    <ul style="list-style-type: none"> The Roman Empire and its impact on Britain including an aspect of local history, Hadrian's Wall. 	<p>Local Area Study – Mining.</p>    <ul style="list-style-type: none"> A local history study - mining in the North East. 	<p>The Egyptians</p>    <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Egyptians.

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<p>Year 5</p>	<p style="text-align: center;">Anglo Saxons and Scots</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; padding: 5px; text-align: center;">  <i>Invasion and Settlements</i> </div> <div style="border: 1px solid yellow; padding: 5px; text-align: center;">  <i>Community and Culture</i> </div> <div style="border: 1px solid green; padding: 5px; text-align: center;">  <i>Religion and Belief</i> </div> </div> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots 	<p style="text-align: center;">Vikings and Anglo Saxons</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid pink; padding: 5px; text-align: center;">  <i>Hierarchy and Power</i> </div> <div style="border: 1px solid blue; padding: 5px; text-align: center;">  <i>Invasion and Settlements</i> </div> </div> <ul style="list-style-type: none"> • The Viking and Anglo Saxons struggles for the kingdom of England to the time of Edward the Confessor. 	<p style="text-align: center;">The Change in Power of the Monarchs</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid red; padding: 5px; text-align: center;">  <i>Significance</i> </div> <div style="border: 1px solid pink; padding: 5px; text-align: center;">  <i>Hierarchy and Power</i> </div> </div> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
<p>Year 6</p>	<p style="text-align: center;">World War 2</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid red; padding: 5px; text-align: center;">  <i>Significance</i> </div> <div style="border: 1px solid blue; padding: 5px; text-align: center;">  <i>Invasion and Settlements</i> </div> <div style="border: 1px solid pink; padding: 5px; text-align: center;">  <i>Hierarchy and Power</i> </div> </div> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 		<p style="text-align: center;">Mayans</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; padding: 5px; text-align: center;">  <i>Exploration and Invention</i> </div> <div style="border: 1px solid yellow; padding: 5px; text-align: center;">  <i>Community and Culture</i> </div> <div style="border: 1px solid green; padding: 5px; text-align: center;">  <i>Religion and Belief</i> </div> </div> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history - a study of Mayan civilization c. AD 900.