

LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

History Curriculum Overview 2020/21

Year Group	Autumn Term		Spring Term		Summer Term	
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2 A	Focus: Changes within	Focus:	Focus: Events beyond	Focus:	Focus: Changes within	Focus:
	living memory, events	_	living memory that are		living memory, the	
	beyond living memory, the	Learning	significant nationally or	Learning Objectives:	lives of significant	Learning Objectives:
	lives of significant individuals.	Objectives:	globally.		individuals, significant historical events.	
	marviadais.		Why do we know so		misionical evenis.	
	What does it take to		much about where		Why is the history of	
	become a great explorer?		Sappho used to live?		my locality important?	
	Learning Objectives:		Learning Objectives:		Learning Objectives:	
	To observe or handle		To observe or handle		To observe or handle	
	evidence to ask questions		evidence to ask		evidence to ask	
	and to answers to		questions and to		questions and to	
	questions about the past.		answers to questions about the past.		answers to questions about the past.	
	To use artefacts, pictures,		about the past.		about the past.	
	stories, online sources and		To use artefacts,		To use artefacts,	
	databases to find out		pictures, stories, online		pictures, stories, online	
	about the past.		sources and		sources and	
	·		databases to find out		databases to find out	
	To identify some of the		about the past.		about the past.	
	ways the past has been					
	represented.					

	To describe historical events.		To identify some of the ways the past has been represented.		To identify some of the ways the past has been represented.	
	To describe significant people from the past.		To describe historical events.		To describe historical events.	
	To recognise that there are reasons why people in the past acted as they did.		To place events and artefacts in order on a timeline.		To describe significant people from the past.	
	To place events and artefacts in order on a timeline.		To label time lines with words or phrases such as: past, present, older and newer.		To recognise that there are reasons why people in the past acted as they did.	
	To label time lines with words or phrases such as: past, present, older and newer.		To use words and phrases linking to time.		To place events and artefacts in order on a timeline.	
	To recount changes that have occurred in their own lives/				To label time lines with words or phrases such as: past, present, older and newer.	
	To use words and phrases linking to time.				To recount changes that have occurred in their own lives/	
					To use words and phrases linking to time.	
Year	Educational Visits/	National Initiatives	APP's to support topics	School Resources available	Resources to loan	Links to Websites
1/2 A	Enrichment opportunities Discovery Museum. The Great North Museum. The Life Centre.			Connected History Scheme.	Library loaning service.	
	Woodhorn. Cragside. Quayside. That history bloke.					



Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1 Focus: The living memory of significant individuals, events beyond living memory. Who is the greatest history maker? Learning Objectives: To observe or handle	Autumn 2 Focus: Learning Objectives:	Spring 1 Focus: Events beyond living memory. Why was Charles sent to prison? Learning Objectives: To observe or handle evidence to ask questions and to answers to questions	Spring 2 Focus: Learning Objectives:	Summer 1 Focus: Changes within living memory, the lives of significant individuals, significant historical events. How do our favourite toys and games compare with those of children in the 1960s?	Summer 2 Focus: Learning Objectives:
	evidence to ask questions and to answers to questions about the past. To use artefacts, pictures, stories, online sources and databases to find out about the past. To identify some of the ways the past has been represented.		about the past. To use artefacts, pictures, stories, online sources and databases to find out about the past. To identify some of the ways the past has been represented. To describe historical events.		Learning Objectives: To observe or handle evidence to ask questions and to answers to questions about the past. To use artefacts, pictures, stories, online sources and databases to find out about the past. To identify some of the ways the past has been represented.	

	To describe historical events. To describe significant people from the past. To recognise that there are reasons why people in the past acted as they did. To place events and artefacts in order on a timeline. To label time lines with words or phrases such as: past, present, older and newer. To use words and phrases linking to time.		To place events and artefacts in order on a timeline. To label time lines with words or phrases such as: past, present, older and newer. To use words and phrases linking to time.		To describe historical events. To describe significant people from the past. To recognise that there are reasons why people in the past acted as they did. To place events and artefacts in order on a timeline. To label time lines with words or phrases such as: past, present, older and newer. To recount changes that have occurred in their own lives. To use words and phrases linking to time.	
Year 1/2 B	Educational Visits/ Enrichment opportunities Discovery Museum. The Life Centre. Woodhorn. Beamish. Quayside. The Great North Museum. That history bloke.	National Initiatives	APP's to support topics	School Resources available Connected History Scheme.	Resources to loan Library loaning service.	Links to Websites



Year Group	Autumn Term		Spring Term		Summer Term	
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3/4 A	Focus: Changes in Britain from the Stone Age to Iron Age. How did the lives of	Focus: Learning Objectives:	.Focus: Change in Britain from the Stone Age to the Iron Age (Bronze Age Britain)	Focus: Learning Objectives:	Focus: Change in Britain from the Stone Age to the Iron Age (Iron Age Britain)	Focus: Learning Objectives:
	ancient Britons change during the Stone Age?		What is the secret of the standing stones? Learning Objectives:		How do artefacts help us understand the lives of people in Iron Age Briton?	
	Learning Objectives: To use appropriate historical vocabulary to communicate. To place events, artefacts and historical figures on a time line using dates. To understand the concept of change over time. To use date and terms		To use appropriate historical vocabulary to communicate. To place events, artefacts and historical figures on a time line using dates. To understand the concept of change over time. To use date and terms to describe		Learning Objectives: To use appropriate historical vocabulary to communicate. To place events, artefacts and historical figures on a time line using dates. To understand the concept of change over time.	
	to describe events.		events.		To use date and terms to describe events.	

	opportunities The Great North Museum.			Connected History Scheme.	service.	
Year 3/4 A	Educational Visits/ Enrichment	National Initiatives	APP's to support topics	School Resources available	Resources to loan Library loaning	Links to Websites
			changes in history			
	Changes in History.		of the main even		CHANGES IN HISTORY	
	changes in history.		To suggest causes and consequences		changes in history	
	and consequences of the main even		To suggest causes		and consequences of the main even	
	To suggest causes		historical event.		To suggest causes	
			accounts of a			
	historical event.		To describe different		historical event.	
	accounts of a		understanding.		accounts of a	
	To describe different		more accurate		To describe different	
	understanding.		one source to gain a		understanding.	
	accurate		To use more than		accurate	
	source to gain a more		sources of evidence.		source to gain a more	
	To use more than one		To suggest suitable		To use more than one	
	sources of evidence.				sources of evidence.	
	To suggest suitable		past.		To suggest suitable	
	·		questions about the			
	about the past.		find answers to		about the past.	
	ask questions and find answers to questions		To use evidence to ask questions and		ask questions and find answers to questions	
	To use evidence to		·		To use evidence to	
			society.		'	
	past society.		diversity of past		past society.	
	religious diversity of		cultural or religious		religious diversity of	
	To describe the social, ethnic, cultural or		To describe the social, ethnic,		To describe the social, ethnic, cultural or	
	in the locality of the school.		in the locality of the school.		school.	
	that have happened		that have happened		that have happened in the locality of the	
	To describe changes		To describe changes		To describe changes	

Skara Brae			
That history bloke.			



Year Group	Autumn Term		Spring Term		Summer Term	
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3/4 B	Focus: The Roman Empire and its impact on Britain	Focus:	Focus: Britain's settlements by Anglo-Saxons and	Focus:	Focus: The Viking and Anglo-Saxon struggle for the Kingdom of	Focus:
	How did the arrival of the Romans change Britain?	Learning Objectives:	Scots Who were the Angle Saxons and how do	Learning Objectives:	England to the time of Edward the confessor. What did the Vikings	Learning Objectives:
	Learning Objectives:		we know what was important to them?		want in Britain and how did Alfred help to stop them getting it?	
	To use appropriate historical vocabulary to communicate.		Learning Objectives: To use appropriate		Learning Objectives:	
	To place events, artefacts and		historical vocabulary to communicate.		To use appropriate historical vocabulary to communicate.	
	historical figures on a time line using dates.		To place events, artefacts and historical figures on a		To place events, artefacts and	
	To understand the concept of change over time.		time line using dates. To understand the		historical figures on a time line using dates.	
	To use date and terms to describe events.		concept of change over time.		To understand the concept of change over time.	
	To describe changes that have happened					

in the locality of the To use date and To use date and terms to describe events. school. terms to describe events. To describe the social. To describe changes ethnic, cultural or To describe changes that have happened that have happened religious diversity of in the locality of the in the locality of the past society. school. school. To use evidence to To describe the social. ask auestions and find To describe the ethnic, cultural or answers to questions social, ethnic, religious diversity of cultural or religious about the past. past society. diversity of past To suggest suitable To use evidence to society. sources of evidence. ask questions and find To use evidence to answers to questions To use more than one ask questions and about the past. source to gain a more find answers to accurate To suggest suitable auestions about the understanding. sources of evidence. past. To describe different To use more than one To suggest suitable accounts of a source to gain a more sources of evidence. historical event. accurate To use more than understanding. To suggest causes one source to gain a and consequences of To describe different more accurate accounts of a the main even understanding. changes in history historical event. To describe different To suggest causes accounts of a and consequences of historical event. the main even To suggest causes changes in history and consequences of the main even

changes in history.

Year 3/4 B	Educational Visits/ Enrichment opportunities	National Initiatives	APP's to support topics	School Resources available Connected History	Resources to loan Library loaning service.	Links to Websites
	The Great North Museum.			Scheme.		
	That history bloke.					
	Big focus on Anglo Saxons and Vikings.					



Year Group	Autumn Term		Spring Term		Summer Term	
Year 5/6 A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3/0 A	Focus: the achievements of the earliest civilisation	Focus:	Focus: a study of an aspect or theme in British history that	Focus:	Focus: a local history study.	Focus:
	How did a pile of dragon bones help to solve an Ancient Chinese mystery?	Learning Objectives:	extends pupils chronological knowledge beyond 1066.	Learning Objectives:	What did King George VI mean when he said "The history of York is the history of England"?	Learning Objectives:
	Learning Objectives: To use sources of evidence to deduce information. To select suitable sources of evidence and give reasons. To use sources of information to form testable hypotheses from the past. To seek out and		Why was winning the Battle of Britain in 1940 so important? Learning Objectives: To use sources of evidence to deduce information. To select suitable sources of evidence and give reasons. To use sources of information to form testable hypotheses		Learning Objectives: To use sources of evidence to deduce information. To select suitable sources of evidence and give reasons. To use sources of information to form testable hypotheses from the past. To seek out and	
	analyse a range of evidence.		from the past.		analyse a range of evidence.	

To show awareness of the concept of propaganda.

To understand that no single sources gives the full answers.

To identify continuity and change.

To describe the social, ethnic, cultural or religious diversity of past society.

To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To identify periods of rapid change in history and contrast them with times.

To understand the concepts of continuity.

To use dates and terms accurately.

To use appropriate historical vocabulary.

To use original ideas to present information.

To seek out and analyse a range of evidence.

To show awareness of the concept of propaganda.

To understand that no single sources gives the full answers.

To identify continuity and change.

To describe the social, ethnic, cultural or religious diversity of past society.

To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To identify periods of rapid change in history and contrast them with times.

To understand the concepts of continuity.

To use dates and terms accurately.

To show awareness of the concept of propaganda.

To understand that no single sources gives the full answers.

To identify continuity and change.

To describe the social, ethnic, cultural or religious diversity of past society.

To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To identify periods of rapid change in history and contrast them with times.

To understand the concepts of continuity.

To use dates and terms accurately.

To use appropriate historical vocabulary.

To use original ideas to present information.

			To use appropriate historical vocabulary. To use original ideas to present information.			
Year 5/6 A	Educational Visits/ Enrichment opportunities The Great North	National Initiatives	APP's to support topics	School Resources available Connected History Scheme.	Resources to loan Library loaning service.	Links to Websites
	Museum. That history bloke.			scheme.		



Year Group	Autum	n Term	Spring	g Term	Summe	er Term
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5/6 B	Focus: a non- European study that provides contrast with British history – Mayan	Focus: Learning Objectives:	Focus: Ancient Greece – achievements and influence on the	Focus: Learning Objectives:	Focus: a study of an aspect or theme in British history that extends pupils	Focus: Learning Objectives:
	civilisation AD 900	Learning Objectives.	western world	Ledining Objectives.	knowledge beyond 1066.	Learning Objectives.
	Why did the ancient Maya change their way of life?		The story of The Trojan Horse: historical fact, legend		Why did Britain once rule the largest empire	
	Learning Objectives: To use sources of		or classical myth? Learning Objectives:		the world has ever seen?	
	evidence to deduce		To use sources of		Learning Objectives:	
	information. To select suitable		evidence to deduce information.		To use sources of evidence to deduce	
	sources of evidence		To select suitable		information.	
	and give reasons. To use sources of		sources of evidence and give reasons.		To select suitable sources of evidence	
	information to form		To use sources of		and give reasons.	
	testable hypotheses from the past.		information to form testable hypotheses		To use sources of information to form	
	To seek out and analyse a range of		from the past. To seek out and		testable hypotheses from the past.	
	evidence.		analyse a range of		To seek out and	
	To show awareness of the concept of		evidence. To show awareness		analyse a range of evidence.	
	propaganda. To understand that no		of the concept of		To show awareness of	
	single sources gives the full answers.		propaganda.		the concept of propaganda.	

To identify continuity	To understand that	To understand that no
and change.	no single sources	single sources gives
	gives the full answers.	the full answers.
To describe the social,		
ethnic, cultural or	To identify continuity	To identify continuity
religious diversity of	and change.	and change.
past society.	To describe the	To describe the social,
To describe the	social, ethnic,	ethnic, cultural or
characteristics	cultural or religious	religious diversity of
features of the past,	diversity of past	past society.
including ideas,	society.	,
beliefs, attitudes and	· ·	To describe the
experiences of men,	To describe the	characteristics
women and children.	characteristics	features of the past,
World and children.	features of the past,	including ideas,
To identify periods of	including ideas,	beliefs, attitudes and
rapid change in	beliefs, attitudes and	experiences of men,
history and contrast	experiences of men,	women and children.
them with times.	women and children.	To identify periods of
To understand the	To identify periods of	rapid change in
concepts of	rapid change in	history and contrast
continuity.	history and contrast	them with times.
,	them with times.	
To use dates and		To understand the
terms accurately.	To understand the	concepts of
To use appropriate	concepts of	continuity.
historical vocabulary.	continuity.	To use dates and
riistoricai vocasoiai y.	To use dates and	terms accurately.
To use original ideas to	terms accurately.	Tomis decoratory.
present information.	Tomis decoratory.	To use appropriate
	To use appropriate	historical vocabulary.
	historical vocabulary.	To use existing the sector
	To use existing allide as	To use original ideas to
	To use original ideas	present information.
	to present	

Year 5/6 B Educational Visits/ Enrichment opportunities The Great North Museum. York Museum. That history bloke.	APP's to support topics	School Resources available Connected History Scheme.	Resources to loan Library loaning service.	Links to Websites
--	-------------------------	---	--	-------------------