



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

History Curriculum Overview 2020/ 21

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

	<p>To describe historical events.</p> <p>To describe significant people from the past.</p> <p>To recognise that there are reasons why people in the past acted as they did.</p> <p>To place events and artefacts in order on a timeline.</p> <p>To label time lines with words or phrases such as: past, present, older and newer.</p> <p>To recount changes that have occurred in their own lives/</p> <p>To use words and phrases linking to time.</p>		<p>To identify some of the ways the past has been represented.</p> <p>To describe historical events.</p> <p>To place events and artefacts in order on a timeline.</p> <p>To label time lines with words or phrases such as: past, present, older and newer.</p> <p>To use words and phrases linking to time.</p>		<p>To identify some of the ways the past has been represented.</p> <p>To describe historical events.</p> <p>To describe significant people from the past.</p> <p>To recognise that there are reasons why people in the past acted as they did.</p> <p>To place events and artefacts in order on a timeline.</p> <p>To label time lines with words or phrases such as: past, present, older and newer.</p> <p>To recount changes that have occurred in their own lives/</p> <p>To use words and phrases linking to time.</p>	
Year 1/2 A	<p>Educational Visits/ Enrichment opportunities</p> <p>Discovery Museum. The Great North Museum. The Life Centre. Woodhorn. Craggside. Quayside. That history bloke.</p>	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 1/2 B	<p>Autumn 1</p> <p>Focus: The living memory of significant individuals, events beyond living memory.</p> <p><i>Who is the greatest history maker?</i></p> <p>Learning Objectives: To observe or handle evidence to ask questions and to answers to questions about the past.</p> <p>To use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>To identify some of the ways the past has been represented.</p>	<p>Autumn 2</p> <p>Focus:</p> <p>Learning Objectives:</p>	<p>Spring 1</p> <p>Focus: Events beyond living memory.</p> <p><i>Why was Charles sent to prison?</i></p> <p>Learning Objectives: To observe or handle evidence to ask questions and to answers to questions about the past.</p> <p>To use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>To identify some of the ways the past has been represented.</p> <p>To describe historical events.</p>	<p>Spring 2</p> <p>Focus:</p> <p>Learning Objectives:</p>	<p>Summer 1</p> <p>Focus: Changes within living memory, the lives of significant individuals, significant historical events.</p> <p><i>How do our favourite toys and games compare with those of children in the 1960s?</i></p> <p>Learning Objectives: To observe or handle evidence to ask questions and to answers to questions about the past.</p> <p>To use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>To identify some of the ways the past has been represented.</p>	<p>Summer 2</p> <p>Focus:</p> <p>Learning Objectives:</p>

	<p>To describe historical events.</p> <p>To describe significant people from the past.</p> <p>To recognise that there are reasons why people in the past acted as they did.</p> <p>To place events and artefacts in order on a timeline.</p> <p>To label time lines with words or phrases such as: past, present, older and newer.</p> <p>To use words and phrases linking to time.</p>		<p>To place events and artefacts in order on a timeline.</p> <p>To label time lines with words or phrases such as: past, present, older and newer.</p> <p>To use words and phrases linking to time.</p>		<p>To describe historical events.</p> <p>To describe significant people from the past.</p> <p>To recognise that there are reasons why people in the past acted as they did.</p> <p>To place events and artefacts in order on a timeline.</p> <p>To label time lines with words or phrases such as: past, present, older and newer.</p> <p>To recount changes that have occurred in their own lives.</p> <p>To use words and phrases linking to time.</p>	
Year 1/2 B	<p>Educational Visits/ Enrichment opportunities</p> <p>Discovery Museum. The Life Centre. Woodhorn. Beamish. Quayside. The Great North Museum. That history bloke.</p>	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 3/4 A	<p>Autumn 1</p> <p>Focus: Changes in Britain from the Stone Age to Iron Age.</p> <p><i>How did the lives of ancient Britons change during the Stone Age?</i></p> <p>Learning Objectives:</p> <p>To use appropriate historical vocabulary to communicate.</p> <p>To place events, artefacts and historical figures on a time line using dates.</p> <p>To understand the concept of change over time.</p> <p>To use date and terms to describe events.</p>	<p>Autumn 2</p> <p>Focus:</p> <p>Learning Objectives:</p>	<p>Spring 1</p> <p>.Focus: Change in Britain from the Stone Age to the Iron Age (Bronze Age Britain)</p> <p><i>What is the secret of the standing stones?</i></p> <p>Learning Objectives:</p> <p>To use appropriate historical vocabulary to communicate.</p> <p>To place events, artefacts and historical figures on a time line using dates.</p> <p>To understand the concept of change over time.</p> <p>To use date and terms to describe events.</p>	<p>Spring 2</p> <p>Focus:</p> <p>Learning Objectives:</p>	<p>Summer 1</p> <p>Focus: Change in Britain from the Stone Age to the Iron Age (Iron Age Britain)</p> <p><i>How do artefacts help us understand the lives of people in Iron Age Briton?</i></p> <p>Learning Objectives:</p> <p>To use appropriate historical vocabulary to communicate.</p> <p>To place events, artefacts and historical figures on a time line using dates.</p> <p>To understand the concept of change over time.</p> <p>To use date and terms to describe events.</p>	<p>Summer 2</p> <p>Focus:</p> <p>Learning Objectives:</p>

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

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

	<p>in the locality of the school.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence.</p> <p>To use more than one source to gain a more accurate understanding.</p> <p>To describe different accounts of a historical event.</p> <p>To suggest causes and consequences of the main even changes in history</p> <p>.</p>		<p>To use date and terms to describe events.</p> <p>To describe changes that have happened in the locality of the school.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence.</p> <p>To use more than one source to gain a more accurate understanding.</p> <p>To describe different accounts of a historical event.</p> <p>To suggest causes and consequences of the main even changes in history.</p> <p>.</p>		<p>To use date and terms to describe events.</p> <p>To describe changes that have happened in the locality of the school.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence.</p> <p>To use more than one source to gain a more accurate understanding.</p> <p>To describe different accounts of a historical event.</p> <p>To suggest causes and consequences of the main even changes in history</p>	
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Year 3/4 B	Educational Visits/ Enrichment opportunities	National Initiatives	APP's to support topics	School Resources available	Resources to loan	Links to Websites
	<p>The Great North Museum.</p> <p>That history bloke.</p> <p>Big focus on Anglo Saxons and Vikings.</p>			<p>Connected History Scheme.</p>	<p>Library loaning service.</p>	

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

	<p>To show awareness of the concept of propaganda.</p> <p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>		<p>To seek out and analyse a range of evidence.</p> <p>To show awareness of the concept of propaganda.</p> <p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p>		<p>To show awareness of the concept of propaganda.</p> <p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>	
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			<p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>			
Year 5/6 A	<p>Educational Visits/ Enrichment opportunities</p> <p>The Great North Museum.</p> <p>That history bloke.</p>	National Initiatives	APP's to support topics	<p>School Resources available</p> <p>Connected History Scheme.</p>	<p>Resources to loan</p> <p>Library loaning service.</p>	Links to Websites

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

	<p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>		<p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>		<p>To understand that no single sources gives the full answers.</p> <p>To identify continuity and change.</p> <p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To identify periods of rapid change in history and contrast them with times.</p> <p>To understand the concepts of continuity.</p> <p>To use dates and terms accurately.</p> <p>To use appropriate historical vocabulary.</p> <p>To use original ideas to present information.</p>	
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Year 5/6 B	Educational Visits/ Enrichment opportunities	National Initiatives	APP's to support topics	School Resources available	Resources to loan	Links to Websites
	<p>The Great North Museum.</p> <p>York Museum.</p> <p>That history bloke.</p>			<p>Connected History Scheme.</p>	<p>Library loaning service.</p>	