



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

History National Curriculum overview: Year 1

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	<p><b>Topic: Castles</b></p> <p><b>Significant historical events, people and places in their locality.</b></p> <ul style="list-style-type: none"> <li>I know that people fight battles to take control of a country.</li> <li>I know that castles were built as fortresses and can explain why this was necessary.</li> <li>I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>I can explain how uses for castles have changed over time.</li> <li>I can use simple texts to find out about people and events of the past.</li> <li>I can use photographs of castles to find out about the past.</li> </ul>	<p><b>Topic: Homes in the past</b></p> <p><b>Changes within living memory.</b></p> <ul style="list-style-type: none"> <li>I know that houses built today are different from houses built a long time ago.</li> <li>I can match houses to their time period.</li> <li>I can explain how house designs have changed over time.</li> <li>I know who Queen Victoria was.</li> <li>I know that life was different in Victorian times to today because lots of things we use today hadn't been invented yet.</li> <li>I can use illustrations to compare and contrast modern and Victorian homes.</li> <li>I can name some objects found in a Victorian house that we no longer use today.</li> </ul>	<p><b>Topic: Famous queens</b></p> <p><b>The lives of significant individuals who have contributed to national and international achievements.</b></p> <ul style="list-style-type: none"> <li>I know basic facts about Elizabeth I, Victoria and Elizabeth II, such as when they lived, where they lived and who they married.</li> <li>I know that traditionally the throne passed from father to son.</li> <li>I know some of the features of life in the Tudor period.</li> <li>I can explain some of the changes that took place under the rule of Queen Victoria.</li> <li>I can compare aspects of British life in the Tudor, Victorian and modern periods.</li> <li>I can use photographs and illustrations to help me find out about life in different periods.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their clothes without a washing machine.</li> <li>• I can use photographs to explore what the interiors of Victorian homes were like.</li> <li>• I can use photographs of objects to explore what daily life was like in Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use pictures to answer true or false questions about a time period.</li> <li>• I can match pictures to their correct time period.</li> </ul>
<b>Enrichment Activities</b>	Alnwick Castle Bamburgh Castle		



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

History National Curriculum overview: Year 2

Year Group	Autumn Term	Spring Term	Summer Term
Year 2	<p><b>Topic: Communication then and now</b></p> <p><b>Changes within living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <ul style="list-style-type: none"> <li>I know that cavemen communicated with painted pictures and symbols on walls.</li> <li>I know that the ancient Egyptians developed a writing system called hieroglyphics.</li> <li>I can explain the people and events involved in the invention of the printing press, telegram, morse code, telephone and world wide web, and understand their impact.</li> <li>I can compare the lives and achievements of William Caxton and Tim Berners-Lee.</li> </ul>	<p><b>Topic: The Great Fire of Newcastle/Gateshead</b></p> <p><b>Events beyond living memory that are significant nationally and globally. Significant historical events, people and places in their own locality.</b></p> <ul style="list-style-type: none"> <li>I know when the Great Fire of Newcastle/Gateshead took place.</li> <li>I can compare what the Quayside looked like in the Victorian times to modern day.</li> <li>I can place the Great Fire of Newcastle/Gateshead on a timeline.</li> <li>I know when the Victorian period was.</li> <li>I can compare the fire brigade from the past during the Victorian period to a modern day fire brigade.</li> <li>I can explain the significance of the Great Fire of Newcastle/Gateshead.</li> </ul>	<p><b>Topic: Isaac Newton</b></p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <ul style="list-style-type: none"> <li>I know that Isaac Newton was born in the Stuart period.</li> <li>I can explain key events in the life of Isaac Newton, including his scientific discoveries.</li> <li>I can explain how Newton's discoveries changed how people think about the world.</li> <li>I can explain how Newton's experiences and friends helped shape his life.</li> <li>I can explain some of the ways Newton shared his discoveries with the world.</li> <li>I can explain how science and scientists are different today to the 17th century.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can use texts and images to help me find out about the past.</li> <li>• I can navigate a specifically designed website to find out historical information.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare what it was like living in Britain at the time by looking at photographs and artefacts.</li> <li>• I can compare the Great Fire of Newcastle/Gateshead to the Great Fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how important written evidence is in the study of history.</li> </ul>
<b>Enrichment Activities</b>		Discovery Museum workshops That History Bloke Quayside tour St Mary's Heritage Centre	Centre for life workshops



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

### History National Curriculum overview: Year 3

Year Group	Autumn Term	Spring Term	Summer Term
Year 3	<p><b>Topic: Stone Age to Iron Age</b></p> <p><b>Changes in Britain from the Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>I know what the term 'prehistory' means.</li> <li>I know that the Stone Age can be split into three different time periods.</li> <li>I can describe the main features and developments of each of the eras of prehistory.</li> <li>I can explain how archaeologists use artefacts to learn about the past.</li> <li>I can explain some of the methods archaeologists use to find out about the past.</li> <li>I can explain why Star Carr is an important archaeological site.</li> <li>I can use a variety of sources to answer questions about the past.</li> </ul>	<p><b>Topic: Invaders and settlers: Romans</b></p> <p><b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>I can explain why and how the Romans invaded Britain.</li> <li>I know that Celts were living in Britain at the time of the Roman invasion.</li> <li>I can describe what life was like in Celtic Britain.</li> <li>I can describe the events surrounding Boudicca's revolt.</li> <li>I can describe some of the technological advances that the Romans brought to Britain.</li> <li>I can suggest how Britain might be different today if the Romans had never invaded.</li> <li>I can consider different points of view about a historical event.</li> </ul>	<p><b>Topic: The Railway Revolution (links to George Stephenson and Newcastle – local)</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><b>A local history study</b></p> <ul style="list-style-type: none"> <li>I can explain how people travelled before the Industrial Revolution, and some of the challenges this presented.</li> <li>I can explain what the Industrial Revolution was and the impact it had on Britain.</li> <li>I know how the Industrial Revolution increased the need for more efficient transportation.</li> <li>I know that iron tracks were first used for horses and carts.</li> <li>I know how developments during the Industrial Revolution allowed trains to develop.</li> <li>I can explain how the railway changed people's lives in Britain.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can study different accounts of a historical figure and suggest why they are different.</li> <li>• I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain when and why the London Underground was built.</li> <li>• I can explain how the London Underground changed the lives of people in London.</li> <li>• I can explain how electricity revolutionised Britain's railways.</li> <li>• I can use a timeline of transport in the Industrial Revolution to generate questions I want to find the answer to.</li> <li>• I can use a graph showing the number of passengers using railways since 1830 to infer understanding.</li> <li>• I can read a newspaper article from 1863 to find out about the opening of the London Underground.</li> </ul>
<b>Enrichment Activities</b>	That History Bloke	That History Bloke Segedunum Roman Fort	George Stephenson Museum



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

**History National Curriculum overview: Year 4**

Year Group	Autumn Term	Spring Term	Summer Term
Year 4	<p><b>Topic: The Indus Valley</b></p> <p><b>The achievements of the earliest civilisations</b></p> <ul style="list-style-type: none"> <li>I can compare features of the Indus Valley civilisation with Stone Age and Bronze Age in Britain.</li> <li>I know that the Indus Valley civilisation had four different eras and that each had different characteristics and developments.</li> <li>I can name some Indus Valley settlements and explain their features.</li> <li>I can identify some key historical events that might have affected excavations of the Indus Valley sites.</li> <li>I know that the Indus Valley developed the world's first sanitation systems.</li> <li>I can describe some of the features of Indus Valley settlements.</li> <li>I know that trading was very important to the Indus Valley civilisation.</li> </ul>	<p><b>Topic: Anglo-Saxons, Picts and Scots</b></p> <p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>I know who the Anglo-Saxons were and where in Europe they came from</li> <li>I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.</li> <li>I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</li> <li>I can write my name using the Ogham alphabet.</li> <li>I can explain how Christianity came to Britain.</li> <li>I can explain some of the ways archaeologists choose which sites to excavate.</li> <li>I know that there are questions about the past that have not yet been decisively answered by historians.</li> </ul>	<p><b>Topic: Children in WW2</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ul style="list-style-type: none"> <li>I can explain the basic facts of WW2, such as key events, which countries fought on which side and when it took place.</li> <li>I can explain what the Blitz was, why it happened and what Britain did to defend itself.</li> <li>I know what evacuation was and can explain some of the arguments for and against it.</li> <li>I know what rationing was, why it was necessary and how it impacted people's lives.</li> <li>I can identify foods that would and wouldn't have been available during WW2.</li> <li>I know what the Holocaust was and who was targeted by the Nazis.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can describe some of the technological achievements of the Indus Valley, such as weighing scales.</li> <li>• I can explain some of the theories behind the collapse of the Indus Valley civilisation</li> <li>• I know that knowledge of the Indus Valley is limited to archaeological evidence because no one has been able to decode their writing.</li> <li>• I can match maps of the Indus Valley to photos of excavated remains.</li> <li>• I can use photos of Indus Valley artefacts to infer information about the Indus Valley civilisation.</li> <li>• I can use reasoning and historical evidence to suggest reasons for the decline of the Indus Valley civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use artefacts to support my ideas about who was buried at Sutton Hoo.</li> <li>• I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</li> <li>• I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.</li> <li>• I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</li> <li>• I know that I need to think critically about a historical source in order to assess its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the story of Anne Frank.</li> <li>• I can suggest what life was like for ordinary people in Britain during WW2.</li> <li>• I can use what I already know about WW2 to generate questions I want to find the answers to.</li> <li>• I can use photographs to suggest what has happened.</li> <li>• I can use photographs to infer understanding about what WW2 was like.</li> <li>• I can use propaganda to find out about life during the war.</li> <li>• I can read quotes from Anne Frank's diary to gain insight into what life was like for Jews during the war.</li> </ul>
<b>Enrichment Activities</b>	Project packs – library service	Hancock Museum	Discovery Museum workshop Box of Delight (from Discovery Museum to support in class teaching)





LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

### History National Curriculum overview: Year 5

Year Group	Autumn Term	Spring Term	Summer Term
Year 5	<p><b>Topic: Who were the ancient Greeks?</b></p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <ul style="list-style-type: none"> <li>I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</li> <li>I can identify the difference between primary and secondary sources of information.</li> <li>I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.</li> <li>I can describe some features of each of the periods in the ancient Greek civilisation.</li> <li>I know that ancient Greece was made up of independent city states.</li> <li>I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> </ul>	<p><b>Topic: Vikings vs Anglo-Saxons</b></p> <p><b>A non-European society that provides contrasts with British history</b></p> <ul style="list-style-type: none"> <li>I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</li> <li>I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</li> <li>I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country</li> <li>I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</li> <li>I can describe the reasons and events surrounding the Viking invasions.</li> </ul>	<p><b>Topic: The changing role of women</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ul style="list-style-type: none"> <li>I can identify how the roles of women in society from ancient times to the Renaissance changed.</li> <li>I can find out about women's roles in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries.</li> <li>I can find out how women's lives changed with different societal changes.</li> <li>I can find out what the roles of women were during the First World War.</li> <li>I know what feminism is.</li> <li>I can use primary and secondary sources to find out how the lives of women changed during the 1950s.</li> <li>I know that women's rights and roles varied in ancient civilisations.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.</li> <li>• I can compare and contrast the city states of Athens and Sparta.</li> <li>• I can name some of the major ancient Greek gods and explain each one's characteristics.</li> <li>• I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena.</li> <li>• I can name some famous ancient Greek philosophers and explain why they are remembered today.</li> </ul> <p>I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.</p>	<ul style="list-style-type: none"> <li>• I can describe what the Danelaw was.</li> <li>• I know who King Alfred was and why he was dubbed 'the Great'.</li> <li>• I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</li> <li>• I can explain in detail the events surrounding the Battle of Hastings in 1066.</li> <li>• I have an increasing understanding of the struggle for power and how this changed England.</li> <li>• I can explain how England became a unified country</li> </ul>	<ul style="list-style-type: none"> <li>• I will explore women's positions in medieval and Renaissance Britain.</li> <li>• I can describe some of the strict social etiquette rules that Victorian women had to abide by.</li> <li>• I know the Suffragettes campaigned in different ways for women's right to vote.</li> <li>• I can explain how the roles of women changed when WW1 broke out.</li> <li>• I can use a timeline to recap the changes that took place up to 1928 regarding the role of women.</li> <li>• I can consider the inequality between girls and boys being rewarded differently for the same task from the 1960's to 1970's.</li> <li>• I can describe and explain how the Ford Dagenham strikes changed the laws relating to women's pay, work and education.</li> <li>• I can compare and contrast how the roles and rights of women have changed from ancient times to today.</li> <li>• I can recall major events, dates and people.</li> <li>• I will consider whether men and women are equal today, both in Britain and around the world.</li> </ul>
<b>Enrichment Activities</b>	Hancock Museum	That History Bloke	



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

**History National Curriculum overview: Year 6**

Year Group	Autumn Term	Spring Term	Summer Term
Year 6	<p><b>Topic: The Kingdom of Benin</b></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <ul style="list-style-type: none"> <li>I know that oral histories can be corrupted over time and that they are not always objective.</li> <li>I know that historians do not always agree on what an artefact was used for.</li> <li>I can read oral histories to explore the Kingdom of Benin.</li> <li>I can critically analyse oral histories about the Kingdom of Benin.</li> <li>I can use increasingly complex historical texts to find out about the past.</li> <li>I am aware that historical sources should be analysed for their trustworthiness.</li> </ul>	<p><b>Topic: Medicine and Disease</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ul style="list-style-type: none"> <li>I know that archaeologists can use primary sources from prehistoric times to find out how diseases were treated.</li> <li>I can generate questions about an artefact and generate a hypothesis about what the object was used for.</li> <li>I can explain the methods people in prehistoric times, ancient Egypt, ancient Greece, ancient Rome, medieval, Tudor and Victorian periods used to treat diseases and injuries.</li> <li>I can explain some of the misconceptions about the causes of disease people had throughout history, e.g. that diseases were caused by evil spirits, miasma, etc.</li> </ul>	<p><b>Topic: Leisure and Entertainment</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ul style="list-style-type: none"> <li>I can use photographs and films to explore how people used their leisure time during the Edwardian period.</li> <li>I can use my own experiences and popular culture to explore how film and television influence people.</li> <li>I can use a variety of sources to answer enquiry-style questions about changes to leisure activities.</li> <li>I can study a range of sources to build up a picture of aspects of leisure and entertainment in the twentieth century.</li> <li>I can describe how laws passed in the Victorian era caused a major increase in leisure time.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin.</li> <li>• I know that very few artefacts survived from the Kingdom of Benin.</li> <li>• I know that most of what historians know about the Kingdom of Benin derives from stories.</li> <li>• I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns.</li> <li>• I can describe some of the features of everyday life in the Kingdom of Benin.</li> <li>• I know that the slave trade was an important part of the economy in the Kingdom of Benin.</li> <li>• I can name some of the commodities that were imported and exported from the Kingdom of Benin.</li> <li>• I can explain how the Benin army played an important part in the growth and development of the empire.</li> <li>• I can explain reasons why the Kingdom of Benin declined.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how attitudes towards health and disease have changed over time, and give reasons for this.</li> <li>• I can explain the roles Florence Nightingale, Edward Jenner, Louis Pasteur, John Snow and James Young Simpson played in the improvement of medical care during the Victorian period.</li> <li>• I know that the NHS began in 1948 and that the Ministry of Health was set up in 1919.</li> <li>• I can explain many of the changes that were made to medical care in the 20<sup>th</sup> and 21<sup>st</sup> centuries.</li> <li>• I know that improvements in medical care have increased life expectancy in the UK and therefore put a larger strain on the NHS than was first anticipated.</li> </ul>	<ul style="list-style-type: none"> <li>• I can suggest how leisure activities differed between the rich and poor during the Edwardian era.</li> <li>• I can match causes and effects to show how leisure time and activities were affected by the world wars.</li> <li>• I can explain why large public events started happening more after the war.</li> <li>• I can describe how trends in music and dancing have changed since the 1940s.</li> <li>• I can explain ways in which people in Britain have been influenced by film and television.</li> <li>• I can describe how seaside holidays have changed since the Edwardian era.</li> <li>• I can explain broad causes and effects to describe changes in how people spend their leisure time.</li> </ul>
<b>Enrichment Activities</b>	School library service – project packs	Newcastle Keep	