

History Curriculum Overview

EYFS

In the EYFS there are **three characteristics of effective teaching and learning**:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In **Early Years**, History is taught thematically through 'Understanding the World'.

History with younger children, has to involve their own life, or the life of their family, to be meaningful to them. As children learn about the world around them, they find out about the past through talking to parents, grandparents and friends, and they develop an interest in their own story, as well as the stories in their family. This is the beginning of developing an understanding of the past, and helps them to learn about how other people are similar to, and different from them, yet share some of the same characteristics and ideas. Past and present events in the children's lives and those of other members of the family or friends are explored.

There are many opportunities in the Early Years for children to find out about the past, for example, through exploring stories, looking at photographs and visiting the local environment. In the Early Years, children are asked 'how' and 'why' questions; they use the past, present and future tense; they talk about the past and present in their own lives, and the lives of family members; they recognise similarities and differences between families and traditions, objects and materials; they take part in role play and the creation of stories. Children develop a sense of change over time and learn to differentiate between the past and the present. They develop their use of language relating to time in conversations, through the use of vocabulary, for example, 'yesterday', 'today', 'tomorrow', 'old', 'past', 'now' and 'then'.

Early Learning Goals:
Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Children aged 3-4 will be learning to:

- Begin to make sense of their own life-story and family's history.

Children in Reception will be learning to:

- Talk about members of their immediate family and community;
- Name and describe people who are familiar to them;
- Comment on images of familiar situations in the past;
- Compare and contrast characters from stories, including figures from the past;

Overarching theme running throughout: **Buildings and homes, RRS CRC Article 27: All children have the right to shelter.**

Vocabulary: *when, how, why, what, where, who, next, soon, later, earlier, yesterday, today, tomorrow, before, after, old, new, olden, older, newer, now, then, long ago, past, present, birthday, age, time, years, baby, child, mam, dad, aunt, uncle, brother, sister, grandma, grandad, great grandma, great grandad, celebrate, festival, custom, similar, different, same, anniversary, wedding, Christening, change, party, cake, candles, fireworks, cards, food, music, presents*

	Autumn	Spring	Summer
Year 1	<p>I'm making History!</p> <p>NC ref: changes within living memory Disciplinary intent: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions. Unit specific intent: Events in the year we were born, my timeline, family history. Vocab: recently, younger, years, decade, past.</p> <p>Suggested theme links – discuss the family home and where family members live.</p>	<p>History detectives – Toys spot the difference!</p> <p>NC Ref: changes within living memory. Disciplinary intent: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity, cause and effect. Unit specific intent: Comparisons in the way of life between today and moving beyond living memory using toys from now and the 1950s as a hook. Vocab: old, new, recently, younger, years, decade, century, long ago.</p> <p>Visit to Bowes Museum</p> <p>Suggested theme links – link children's own homes from previous unit with the homes extended family or older relatives live in.</p>	<p>What was here before us?</p> <p>NC ref: Significant historical event, people and places in their own locality. Disciplinary intent: Use of primary sources, comparing to find similarity and difference, chronology, significance, beginning to explain change and continuity. Unit specific intent: Timothy Hackworth and the history of our school Vocab: Century, significance, change, compare</p> <p>Suggested theme links – discuss the school building; its age, size, distinctive features.</p>
Year 2	<p>Which special events and inventions have changed our world? Fantastic Firsts- The Rainhill Trials.</p> <p>NC ref: events beyond living memory that are significant locally and nationally. Disciplinary intent: Chronology over longer timeframe, comparing events, significance, impact and how this event led to change, using sources. Unit specific intent: Why did the event happen and what was the build up to the event? When did the event happen? Who was involved and why? What was it like? Events on the day of the trials and the legacy that followed. Vocab: Nineteenth Century, impact, significance, invention, inventor, national, local.</p> <p>Suggested theme links – discuss the increase in houses and other buildings. Compare them with the school: are they older, younger, similar or different? Why the increase in buildings during this era?</p>	<p>Who has helped make History?</p> <p>NC ref: Significant individuals in the past, local significant individuals Disciplinary intent: Comparisons, use of historical interpretations, chronology over a longer period, thinking about historical significance and impact, using sources. Unit specific intent: Timothy Hackworth and his contribution to the growth of the railways, impact nationally over time of the growth of the railways on people and places. Comparison with another famous figure e.g. female scientist, their impact and significance. Vocab: Twentieth Century, Nineteenth Century. Individual, effect, change, impact, compare, chronology.</p> <p>Visit to York Railway Museum</p> <p>Suggested theme links – discuss the increase in houses and other buildings. Compare them with the school. Are they older, younger, similar or different? Why the increase in buildings during this era?</p>	<p>All change? Houses now and then</p> <p>NC ref: Changes within living memory and beyond. Significant places in our own locality. Disciplinary intent: Chronology, identifying and writing about change and its causes, consequences. Forming an interpretation, use of primary sources Unit specific intent: Identify understand and compare key features of homes and buildings in the locality now, during the 1950s and the Victorian era. Use of historic environment in the locality and beyond. Vocab: Locality, invention, significance, change, compare, era, environment.</p> <p>Suggested theme links - throughout this unit, compare homes and their contents. Link children's prior discussions about their own homes, their relatives' homes and the increase in homes during the Victorian era. Make detailed comparisons between homes and their contents in the Victorian era, the 1950s and now.</p>

History Curriculum Overview

<p>Year 3</p>	<p>Who were Britain's first builders?</p> <p>NC ref: Changes in Britain, Stone Age to Iron Age Disciplinary intent: chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations. Unit specific intent: building and technology in earliest settlements, key features of the era. Vocab: era, hunter-gatherer, nomadic, ice age, land bridge, burials, Bronze Age, Iron Age, Celts (Brigantes) monuments, earthworks, Mesolithic (Neolithic, Palaeolithic), hill forts.</p> <p>Visit to Palace Green Museum</p> <p>Suggested theme links – when introducing the unit question, discuss the buildings the children have previously learned about. This era is the very beginning of people in Britain building and using buildings for different purposes.</p>		<p>Why were the Egyptians so advanced?</p> <p>NC ref: Achievements of earliest civilisations - Ancient Egypt Disciplinary intent: chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences) Unit specific intent: key features of early civilisation, why and how were they so advanced compared to other countries and cultures (proximity to the Nile) Vocab: Settlement, city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile</p> <p>Visit to the Oriental Museum</p> <p>Suggested theme links – when discussing the unit question, refer to the Iron Age and Stone Age buildings from the previous unit. Compare how advanced the Egyptians were and how and why this was. Bring in the geography (position of buildings in relation to the Nile) and societal structures to support these comparisons.</p>
<p>Year 4</p>	<p>How have the Greeks shaped my world?</p> <p>NC Ref: Ancient Greece; achievements and influence Disciplinary intent: Chronology (sequence and duration), consequences, significance (legacy) use of primary sources, use of written interpretations. Unit specific intent: key features, inventions, legacies and individuals of ancient Greece, links to prior knowledge about what was happening at the same in other civilisations e.g. meanwhile in Egypt, same date, different country. Vocab: Europe, Mediterranean, Crete, Mycenae, citizen, democracy, Parliament, laws, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite, legacy.</p> <p>Suggested theme links – compare buildings with Egyptian buildings and Stone Age buildings; similarities and differences and possible reasons why.</p>	<p>What was life like in the Roman Empire?</p> <p>NC ref: The Roman Empire and its impact on Britain Disciplinary intent: chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry Unit specific intent: Key features of a global empire Vocab: Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, aqueducts.</p> <p>Suggested theme links – when teaching about Roman buildings and homes, ask the children to recall the eras and buildings/homes they have previously learned about. What do they think the Romans will be similar to or different from? Why? What evidence or prior knowledge are they basing their suggestions on? Come back to this later. Were they correct? Why/Why not?</p>	<p>Why did the Romans march through County Durham?</p> <p>NC ref: A Local history study Disciplinary intent: chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models) Unit specific intent: key features of Roman Army and British campaign. Vocab: Primary source, interpretation Empire, province, Julius Caesar, Emperor Claudius, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple Invasion – legion, legionary, soldier, weapon, Eagle standard, chariot Ancient Rome Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse, Civilisation, Archaeology.</p> <p>Visit to Binchester Roman Fort</p> <p>Suggested theme links – defensive buildings. Ask children to think about other defensive buildings they have learned about. Discuss Iron Age hill forts and compare them to a Roman fort, how are they similar and different?</p>
<p>Year 5</p>	<p>What happened when the Romans left Britain?</p> <p>NC ref: Britain's settlement by the Anglo-Saxons and Scots Disciplinary intent: chronology (sequence and duration), continuity and change, consequences and significance. Use of information texts and historian's interpretations. Unit specific intent: Why, when and how the Romans left, changes and consequences of the Romans leaving Britain, key features of Anglo-Saxon Britain Vocab: Empire, tribe, king, kingdom, churl, thane, Vortigern, Viking, law and order, laws, fines, Woden, Christianity, monastery, Bede, Anglo-Saxon Chronicle, Lindsfarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, Mercia, Northumbria.</p> <p>Visit to Durham Palace Green Library and Cathedral (RE Northern Saints link)</p> <p>Suggested theme links – comparisons between Roman homes and buildings and Anglo Saxon settlements. How did these change with the arrival and the departure of the Romans? What happened to the Roman buildings and other structures after the Romans left?</p>	<p>Were the Vikings really vicious?</p> <p>NC Ref: The Viking and Anglo-Saxon struggle for England to 1066 Disciplinary intent: Chronology, making a supported judgement, inference, use of primary sources to test an interpretation.</p> <p>Unit specific intent: key features of Viking life, who were the Vikings, where did they come from, when did they threaten and rule England? What were Vikings good at? Why were the Vikings so good at conquering countries? What jobs did Vikings do? Battles with the Anglo-Saxons Vocab: Interpretation, Viking representation, raider, primary source, invasion, Danelaw, Alfred.</p> <p>Suggested theme links – when discussing what the Vikings were good at, compare their settlements to other eras studied. Which other eras are similar to the Vikings in terms of buildings and homes? Which were different? Why? How?</p>	<p>Who was making history in faraway places in the year 1000?</p> <p>NC ref: non-European society that provides contrast to British history Disciplinary intent: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations. Unit specific intent: Key features of the civilisation, compared to Britain at the same time. Vocab: Civilisation, Maya, Mayan, century, millennium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza</p> <p>Suggested theme links – compare the buildings from this era to Britain at the same time. How are they different? Why? Bring in beliefs and buildings related to worship.</p>
<p>Year 6</p>	<p>Having fun in the UK! What's changed since the Romans left?</p> <p>NC ref: Aspect or theme since 1066 (Changing life for children). Disciplinary intent: Chronological security – sequence and duration, key periods and their features, change / continuity and similarity/ difference/ use of primary sources to evaluate utility, producing own representations of the past. Unit specific intent: How life has changed for children at work, play, family life. What primary sources do we have about Tudor children, Norman children and so on. Vocab: Medieval, Tudor, Georgian, Victorian, Twentieth Century, post war, change, continuity, transformation, century, similarity, difference, leisure, technology, class, pastimes.</p> <p>Suggested theme links – when discussing family links, bring in homes and family life of different eras and how this may affect the lives of the children in the different time periods.</p>		<p>School designed unit – historic environment and local heritage enquiry project. Did the Soho Engine Works have a positive or negative impact on Shildon?</p> <p>NC ref: local history study Disciplinary intent: Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs, significance, impact, continuity and change. Unit specific intent: Shildon- changes during the Victorian times, buildings and railways. Vocab: Chronology - sequencing strategies, overview timeline, century, decade. Concept of significance, key features of local area: work, energy, coal, railway.</p> <p>Suggested theme links – comparing the features of different buildings. Change and continuity during the Victorian era.</p>