



West Jesmond Primary School

History Curriculum


We know that historians acquire and retain their knowledge through an active and ongoing interest in the world around them. Embedded knowledge comes from making links and contrasting similarities and differences within the subjects. Our curriculum fully covers the National Curriculum and goes beyond through whole school local study weeks, themed assemblies, celebration of anniversaries and seizing opportunities in our local community. At West Jesmond, our teachers look for opportunities to discuss key historical events occurring in the news and/or in our locality.

History:

Across school, we find additional opportunities to look at significant people and events to reinforce chronology and concepts of change.

Reception

In Reception, in addition to the history unit that is studied, the children will learn about the lives of significant individuals in the past who have contributed to national and international achievements. During a design technology unit, the children will learn all about the inventor of the Turbinia (Charles Algernon Parsons), the inventor of the car (Henry Ford) and the inventor of steam trains (George Stephenson). They will consider why these inventors are significant today.

Title/ Term	Early Learning Goals – Understanding the Word	Overview
<p data-bbox="141 518 387 598">Spring 100 Days at School</p> <p data-bbox="114 646 414 726">What changes have we seen in 100 days?</p> <p data-bbox="141 774 387 813">Historical Evidence</p> 	<p data-bbox="448 518 672 550"><u>Past and Present</u></p> <ul data-bbox="492 566 1624 742" style="list-style-type: none">● 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 <p data-bbox="448 790 705 821"><u>The Natural World</u></p> <ul data-bbox="492 837 1635 1149" style="list-style-type: none">● Explore the natural world around them, making observations and drawing pictures of animals and plants● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	<ul data-bbox="1713 518 2094 925" style="list-style-type: none">● Understanding of chronology and passing of time● How have we changed? Grown?● How has the environment changed?● Investigating the word past, present and future

Summer
Oh I do like to be beside
the seaside

What makes the seaside
so special?

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Past and Present



- 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


- Landscapes
- Locations
- What can I do at the seaside?

KSI:

In Key Stage One, in addition to the significant people that are already studied within their units, the children will learn about the lives of significant individuals in the past who have contributed to national and international achievements and use these to compare aspects of life in different periods. Mary Seacole and Edith Cavell (Year 1) Emily Davison and Rosa Parks (Year 2). They will look at where they fit within a chronological framework, explore why they are significant and identify similarities and differences between ways of life within different time periods.

Year 1

Title/ Term	National Curriculum	Little Questions
<p data-bbox="120 555 412 639">Autumn 2 Toys Past and Present</p> <p data-bbox="114 687 416 762">How have toys changed over time?</p> <p data-bbox="114 818 416 903">Historical Evidence Continuity and Change</p>  	<p data-bbox="450 555 1301 639">Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p data-bbox="1335 512 1899 555">What is history? (Discuss topic and concepts)</p> <p data-bbox="1335 555 2092 815">What is the same and what is different? Compare different toys. Chn identify and recognise what is old and new and begin to make observations of what has changed through time. It is NOT about pupils knowing specific details about when individual toys were manufactured or what they are made out of.</p> <p data-bbox="1335 815 2092 1161">How do we know? How can I find out about toys from the past? Use this question to introduce the idea of evidence. (where they can find evidence to help them find out about what toys were like in the past -children become history detectives and investigate each option to see what toys they can find out about from the past e.g. books, museum artefacts, ask older people, internet, pictures) Stay away from straying into Science describing materials etc</p> <p data-bbox="1335 1161 2092 1382">What toys are from the past? (Use toys discovered in last lesson and sort physically into hula hoops: past, present or both eg dolls, footballs, computer games. What do the children notice eg some toys from the past are still used today). Use physical toys to enhance.</p> <p data-bbox="1335 1382 2092 1463">What toys did your parents and grandparents play with? Get visitors (parents, grandparents, staff) to come and</p>

		<p>talk to the children about how toys have changed and what toys they played with – interview using questions generated by the children.</p> <p>Answer BQ: How have toys changed over time? Simple timeline/sequencing activity with different toys. Use labels on timeline not years.</p> <p>*With each key question there needs to be a powerful activity, be it sorting, setting, sequencing, interviewing, or creating a museum display*</p>
<p style="color: red;">Spring 2 First Flight</p> <p>Why was this flight significant?</p> <p style="color: red;">Cause and Consequence Historical Significance</p> 	<p>Events beyond living memory that are significant nationally or globally (the first aeroplane flight).</p>	<p>Who were The Wright Brothers? Read story and sequence in books (5/6 parts to order). Discuss which part do the children think was the most important part? Why?</p> <p>Why did the Wright Brothers succeed? Hotseat a Wright Brother and model asking questions to discover answers to statements used later in lesson. Chdn sort statements into true or false</p> <p>Answer BQ: Why was this flight significant? Match pics and captions of what flying has allowed us to do today in books.</p>

Summer 2
Grace Darling: A Local
Hero

How did Grace Darling
make a difference?

Historical Evidence
Historical Significance



Significant historical events, people and places in their own locality
(Grace Darling)

Who was Grace Darling? (Picture detectives – what clues can we use from the picture that tell the children more about her, what she did etc. reveal who she is and read story.)



Why is Grace Darling a significant person? (What does significant mean and what did she do that makes her remembered even today? Why did she do this? – hot seat and discuss her character traits, the dangers she faced etc. Link back to qualities of Wright brothers and Neil Armstrong and what qualities they had as significant individuals.

How do we know about Grace Darling? (Children are history detectives – investigate how we learn about the past – artefacts/sources/newspaper articles etc.)

Are all versions of Grace Darling's story the same? (Spot the difference (or similarities) in picture versions of her rescue. Discuss simple reasons why they are not the same – that not all sources are accurate.

Answer BQ: How did Grace Darling make a difference? (What happened because of her rescue? e.g. legacy of RNLI).

Year 2

Title/ Term	National Curriculum	Lesson Overviews
<p data-bbox="145 288 385 363">Autumn 2 Incredible Inventors</p> <p data-bbox="134 419 396 494">Who is the most significant inventor?</p> <p data-bbox="116 550 414 625">Historical Significance Continuity and Change</p> 	<p data-bbox="448 288 1388 411">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.</p> <p data-bbox="448 464 1303 499">Significant historical events, people and places in their own locality.</p>	<p data-bbox="1485 244 1697 279">What is history?</p> <p data-bbox="1485 288 1861 323">What does significant mean?</p> <p data-bbox="1485 333 2033 408">Who are these people and how are they all linked?</p> <p data-bbox="1485 418 1944 453">What does being an inventor mean?</p> <p data-bbox="1485 462 1778 497">How is XX significant?</p> <p data-bbox="1485 507 2072 630">How have these different inventions changed life over time? Compare aspects of life in the different time periods.</p> <p data-bbox="1485 639 2029 715">Answer BQ: Who do you think is the most significant inventor and why?</p>
<p data-bbox="159 895 371 970">Spring 1 Fire and Flames</p> <p data-bbox="152 1026 378 1101">Why was London burning?</p> <p data-bbox="116 1157 416 1232">Historical Evidence Cause and Consequence</p> 	<p data-bbox="448 895 1420 970">Events beyond living memory that are significant nationally or globally (The Great Fire of London).</p>	<p data-bbox="1485 850 2101 885">Where and when did the Fire of London start?</p> <p data-bbox="1485 895 2007 930">What caused the Great Fire of London?</p> <p data-bbox="1485 940 1870 975">What is a source of evidence?</p> <p data-bbox="1485 984 2101 1145">Who was Samuel Pepys and how do we know so much about the Great Fire of London? (different sources and reliability – diary, painting, newspaper, letters etc.)</p> <p data-bbox="1485 1155 2101 1230">What are the chronological events of the Great Fire of London?</p> <p data-bbox="1485 1240 2002 1315">What changed after The Great Fire of London? (Fire Brigade)</p> <p data-bbox="1485 1324 1991 1359">Answer BQ: Why was London burning?</p>

Summer 1
Newcastle's Castle

How did Newcastle get
its name?

Historical Evidence
Historical Significance



Significant historical events, people and places in their own locality

Where is the castle in Newcastle?

What are the features of a castle?

Why is it in that position? (near a river and raised on a cliff – invasion and defence)

What was Newcastle like when the first castle was built and who built it?





Why were castles significant and why don't we need them now? Who would have lived in a castle? Where did everyone else live?

Why are there lots of castles in our area?

What sources help us see how the castle has been used? Are all sources reliable? Sort images/stories/drawings. Children compile a set of rules to decide if a source is reliable or not.

Answer BQ: Historian guides: what would we tell visitors about our castle and how Newcastle got its name?

Year 3

Title/ Term	National Curriculum	Lesson Overviews
<p style="text-align: center;">Autumn 2 Stones to Iron</p> <p>What 'age' would you prefer to live in?</p> <p style="text-align: center;">Historical Evidence Continuity and Change</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>What is history/prehistory and the three ages? Where does prehistory sit on a timeline? What did it mean to be hunter gatherers? How did the discovery of bronze change prehistoric life? What are hillforts? Is iron better than bronze? Answer BQ: What 'age' would you prefer to live in?</p>
<p style="text-align: center;">Spring 2 Roman Raids and Resistance</p> <p>Why did the Romans invade Britain, who resisted and what was their impact on Britain?</p> <p style="text-align: center;">Historical Evidence Cause and Consequence</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>	<p>The Roman Empire and its impact on Britain.</p> <p>Examples <i>could</i> include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudicca • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Who were the Romans? Why did the Romans invade Britain? What happened at Hadrian's Wall? Successful invasion by Claudius and conquest. Who was Boudicca? Why did she revolt against Roman rule? What was life like in Roman Britain? What was the legacy of the Romans? Answer BQ: Why did the Romans invade Britain, who resisted and what was their impact on Britain?</p>

Summer 2
The Railway Revolution

How did trains change
life in Britain?

Historical Significance
Continuity and Change



A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Examples could include:

- a significant turning point in British history, for example, the first railways

A local history study

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

How has travel changed? Has it always been like that? (modes of transport on timeline and what made it difficult to transport goods and passengers in the past?)

What and when was the Industrial Revolution – timeline?



Who was George Stephenson and what did he do? Why was he significant in the North East?

What were the benefits and disadvantages of steam powered locomotives?


How did railways/ the rail network grow and how did rail travel change?


Answer BQ: How did trains change life in Britain?

Year 4



Title/ Term	National Curriculum	Lesson Overviews
<p style="text-align: center;">Autumn 1 Anglo-Saxons and Scots</p> <p>What was life like in Britain?</p> <p style="text-align: center;">Historical Evidence Cause and Consequence</p> 	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Examples <i>could</i> include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to North Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	<p>When and why did Roman rule end? Who was invading Britain? (Scots and Anglo Saxons)</p> <p>Who were the Scots and who were the Anglo-Saxons? Where did they come from? Why did they come to Britain?</p> <p>How was Anglo-Saxon Britain organised? (invasions, settlements and kingdoms - link to local sites such as Lindisfarne, place names and village life.)</p> <p>What did the Anglo Saxons believe? (Christianity - source evidence from graves/monasteries)</p> <p>What was Anglo-Saxon art and culture like? (link to Beowulf)</p> <p>Answer BQ: What was life like in Britain?</p>
<p style="text-align: center;">Spring 2/Summer 1 Ancient Greece</p> <p>What did the Greeks do for me?</p> <p style="text-align: center;">Historical Evidence Continuity and Change</p> 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Who were the Ancient Greeks and where, as a civilisation, do they fit on a timeline?</p> <p>What evidence is there that tells us about life in Ancient Greece?</p> <p>What were the city states? How are they the same and how are they different?</p> <p>How and where did the Olympic games start?</p> <p>What were some of the lasting achievements of the Ancient Greeks? (philosophers, maths, astronomy, medicine, government)</p> <p>How has modern life been influenced by the Ancient Greeks?</p> <p>Answer BQ: What did the Greeks do for me?</p>

Year 5

Title/ Term	National Curriculum	Lesson Overviews
<p data-bbox="120 288 427 456">Autumn 1 The Struggle for England (Vikings versus Anglo-Saxons)</p> <p data-bbox="107 504 439 544">How was England united?</p> <p data-bbox="120 592 427 671">Historical Evidence Cause and Consequence</p> 	<p data-bbox="465 288 1413 368">The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p data-bbox="465 416 763 456">Examples <i>could</i> include:</p> <ul data-bbox="517 512 1447 743" style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	<p data-bbox="1485 240 2096 544">What was Britain like before the first Viking invasion? (Recap when and why the Romans left Britain and consider what happened in the period after their departure). What were the seven Anglo-Saxon kingdoms and what was life was like for everyday Anglo-Saxons in the period directly before the Viking invasions?</p> <p data-bbox="1485 552 2096 759">Who were the Vikings and where did they come from? (Recap the seven Anglo-Saxons Kingdoms and the constant struggle for power between them – look at the events surrounding the attack on Lindisfarne in 793.)</p> <p data-bbox="1485 767 2096 1015">How did the Anglo-Saxons react to the Viking settlement of England? Look at the tensions and battles between the Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the North East of England to the Vikings.</p> <p data-bbox="1485 1023 2096 1326">Who was King Athelstan? What did King Athelstan achieve and how do we know about him? Recap the agreement between the Anglo Saxons and Vikings and explore how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.</p> <p data-bbox="1485 1334 2096 1410">What did King Athelstan do to unify England? Key achievements of King Athelstan “The first</p>

		<p>King of England" (order events into a chronological narrative).</p> <p>Answer BQ: How was England united? What did Athelstan do to unite England?</p>
<p>Spring 2 The Maya</p> <p>How did Maya life compare with life in Britain at that time?</p> <p>Historical Evidence Continuity and Change</p> 	<p>A non-European society that provides contrasts with British history for example, Maya civilization c. CE 900</p>	<p>Who were the Ancient Maya, when and where did they live? (relate to Anglo-Saxon life in Britain)</p> <p>How was Maya farming different to farming in Britain?</p> <p>How do artefacts help us learn about the past? (compare Anglo-Saxon and Mayan artefacts/pictures)</p> <p>How were these two peoples successful?</p> <p>What are the achievements of the Maya? (counting system and calendar) What were the reasons behind the decline of the Maya civilisation and where are the Maya now?</p> <p>Answer BQ: How did Maya life compare with life in Britain at that time?</p>

Year 6

Title/ Term	National Curriculum	Lesson Overviews
<p data-bbox="168 288 392 408">Autumn 1 Uncovering Early Civilisations</p> <p data-bbox="129 464 421 544">Who were the Ancient Egyptians?</p> <p data-bbox="129 592 421 671">Historical Evidence Historical Significance</p> <div data-bbox="168 692 362 778"> </div>	<p data-bbox="465 288 1411 368">The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p data-bbox="1444 245 2101 368">Where and when did the first civilisations begin? Introduce children to a range of civilisations across the world. Use a timeline to answer questions.</p> <p data-bbox="1444 376 2101 544">Why are written sources important? Explore early writing systems of the ancient Sumerians, the ancient Egyptians, the Shang Dynasty and the Indus Valley.</p> <p data-bbox="1444 552 2101 671">How did early civilisations trade? Children learn how people traded without written records and money as well as learning about the earliest coins.</p> <p data-bbox="1444 679 2101 887">What man-made structures did early civilisations build? Compare and contrast two structures from two different civilisations - the ancient Egyptians' Great Pyramid, and the ancient Sumerians' Ziggurat of Ur</p> <p data-bbox="1444 895 2101 975">Why was the River Nile significant to Ancient Egypt?</p> <p data-bbox="1444 983 2101 1023">What did the Ancient Egyptians believe in?</p> <p data-bbox="1444 1031 2101 1110">How were roles in Ancient Egyptian society significant?</p> <p data-bbox="1444 1158 2101 1198">Answer BQ: Who were the Ancient Egyptians?</p>

Spring
Crime and Punishment

How have crimes and
their punishments
changed?

Historical Evidence
Continuity and Change



A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present

What is a crime and what is a punishment?
What was considered a crime in the time of the Tudors and were the punishments fair?
Were highwaymen heroes or villains?
What were Victorian punishments and what were their prisons like?
What is the role of modern day police and how has their role changed over time?
Does the punishment fit the crime?
Answer BQ: How have crimes and their punishments changed?