











West Jesmond Primary School: History Overview








Reception

| Title/ Term | Big Question | Concept/s |
|------------------------------|--|--|
| Spring 100 Days at School | What changes have we seen in 100 days? | Historical Evidence  |







Year 1

| Title/ Term | Big Question | Concept/s |
|---|--|--|
| Autumn 2 Toys Past and Present | How have toys changed over time? | Historical Evidence Continuity and Change   |
| Spring 2 First Flights | Why were these flights significant? | Historical Evidence Cause and Consequence Historical Significance    |
| Summer 2 Grace Darling: A Local Hero | How did Grace Darling make a difference? | Historical Evidence Historical Significance   |





Year 2

| Title/ Term | Big Question | Concept/s |
|----------------------------------|---------------------------------------|--|
| Autumn 2 Incredible Inventors | Who is the most significant inventor? | Historical Evidence Historical Significance Continuity and Change    |
| Spring 1 Fire and Flames | Why was London burning? | Historical Evidence Cause and Consequence   |
| Summer 1 Newcastle's Castle | How did Newcastle get its name? | Historical Evidence Continuity and Change   |





Year 3

| Title/ Term | Big Question | Concept/s |
|--|---|---|
| Autumn 2 Stones to Iron | What 'age' would you prefer to live in? | Historical Evidence Continuity and Change   |
| Spring 2 Roman Raids and Resistance | Why did the Romans invade Britain, who resisted and what was their impact on Britain? | Historical Evidence Cause and Consequence   |
| Summer 2 The Railway Revolution | How did trains change life in Britain? | Historical Evidence Historical Significance   |





Year 4

| Title/ Term | Big Question | Concept/s |
|--|--|--|
| Autumn 1 Anglo Saxon Settlements and Kingdoms | What was life like in Anglo-Saxon Britain? | Historical Evidence Cause and Consequence   |
| Spring 2/Summer 1 Ancient Greece | What did the Greeks do for me? | Historical Evidence Continuity and Change Historical Significance    |

Year 5

| Title/ Term | Big Question | Concept/s |
|---|--|---|
| Autumn 1 The Struggle for England (Vikings versus Anglo-Saxons) | How was England united? | Historical Evidence Cause and Consequence   |
| Spring 2 The Maya | How did Maya life compare with life in Britain at that time? | Historical Evidence Continuity and Change   |

Year 6

| Title/ Term | Big Question | Concept/s |
|--------------------------------------|--|---|
| Autumn 1 Uncovering Ancient Egypt | Who were the Ancient Egyptians? | Historical Evidence Historical Significance   |
| Summer Crime and Punishment | How have crimes and their punishments changed? | Historical Evidence Continuity and Change   |