

National Curriculum 2014

Scheme of Work

History



Statutory Requirements

and school curriculum

History - Early years

	NC Programme of study	Activities	Vocabulary	Texts	Trips/visits
Nursery	<p>UW/TW <i>Developing an understanding of growth, decay and changes over time.</i></p> <p>UW/PC Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>Noticing changes to themselves from birth to now (photographs).</p> <p>Looking at nursery garden commenting on changes that they see i.e. flower beds, changes to buildings, trees and leaves.</p> <p>Having an awareness of their own and extended family.</p> <p>Talk about recent experiences in their own lives, i.e. weekend news through circle time news/show and tell.</p>	Then, before, now, next, soon.	<p>Non Fiction Nursery- My Family Tree – First Facts (Big book) Nursery- Teddy Bears – Sallie Purkis Nursery- Birthdays – Sallie Purkis</p> <p>Fiction Nursery- Alfie and Annie Rose storybook – Shirley Hughes Nursery- Annie Rose is my little sister – Shirley Hughes Nursery- Alfie – Shirley Hughes</p>	Nature walks Hodgkin park, Jesmond Dene
Reception	<p>UW/PC</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>	Talk about experiences in their own lives and those of family members i.e. birthday, Christmas, christening. Through circle time news/show and tell.	Then, before, now, next, soon.	<p>Non Fiction Reception- My History - Pat Hughes (Big book) Reception- Families – Ginn History Reception- Homes – Ginn History</p>	Family members to talk about experiences eg past and present/ any other life experiences show photos etc

	<p>UW/TW Looks closely at</p> <ul style="list-style-type: none"> • Similarities • differences • patterns • and change. <p><i>Children know about similarities and differences in relation to places and objects.</i></p>	<p>Children to compare similarities and differences of places, objects, materials and living things looked at over time i.e. photographs (black and white), toys (old and new), technology (polaroid and digital), grandparents (anecdotes).</p>		<p>Reception- Schools – Ginn History Reception- Our Toys – Joan Blyth Reception- Homes – Kathy Swift Reception- Shops and Shopping – Gail Durbin Reception- Your Victorian Locality – Sallie Purkis</p> <p>Fiction Reception- The Paper Dolls – Julia Donaldson Reception- Once there were Giants – Martin Waddle</p>	<p>Local museums e.g. Discovery Museum, Great North Museum</p>
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Key stage one

	Year 1	Year 2
Topic	Toys old and new	Queen Victoria
Aspect	<p>Understand how toys and books have changed over time. Sort toys and books (their own and those of parents and grandparents) into old and new, and create a time line. Understand that the materials used for making toys have diversified over time. To understand how toys were used in the past Similarities and differences in toys old and new</p>	<ul style="list-style-type: none"> To understand the chronology of Queen Victoria's life To learn why Queen Victoria was special To learn about significant dates To know why Queen Victoria was a significant individual To learn that Queen Victoria's reign was one of the longest for a monarch
Visits	Discovery museum	Beamish
Possible texts	<p>Past time and toys – Sarah Ridley Toys and games – Sally Hewitt Toys and Games (How Have Things Changed?) – James Nixon Toys lost in the museum – David Lucas</p>	<p>You Wouldn't Want to Be a Victorian Schoolchild Paperback - John Malam</p> <p>100 Facts Victorian Britain (100 Facts On...) – Jeremy Smith Queen Victoria - Zanna Davidson</p> <p>Kings & Queens of England and Scotland - Plantagenet Somerset Fry</p>
Topic	Queen Elizabeth II	The great fire of Newcastle/London
Aspect	<ul style="list-style-type: none"> The life of Queen Elizabeth and how she became Queen. Queen Elizabeth and her family. The role of the royal family What a monarch is Where the Queen lives Timeline of kings and Queens from Queen Victoria. 	<ul style="list-style-type: none"> To learn the significant dates To learn the impact the fires had To learn about the different sources To learn that information can be gathered from a range of sources To learn that Samuel Pepys is a significant individual
Visits	Visit from librarian to share information	Quayside trail trip linked to Great Fire of Newcastle
Possible texts	Becoming Queen Elizabeth II (Famous People, Great Events) – Gillian Clements	<p><i>Toby and The Great Fire Of London - Margaret Nash & Jane Cope</i> <i>The Great Fire Of London - Liz Gogerly</i> <i>Mr Fawkes, the King and the Gunpowder Plot - Tom Bradman & Tony Bradman</i></p>

	The Queen's Hat (The Queen Collection) – Steve Antony The Queens knickers – Nicholas Allan	
Topic	Charles Grey	Grace Darling
Aspect	To learn that Charles Grey is a significant individual. To learn why he is important and what he did for the country. To learn significant dates in his life To understand the chronology of his life To learn about where he grew up and his family. To know where Greys monument is To know why the monument is in Newcastle To know how Charles Grey links to Newcastle	<ul style="list-style-type: none"> • Who was Grace Darling? • What was Grace Darling's everyday life like? • What did Grace Darling do to make her famous? • How did Grace Darling become famous? • Why do we remember Grace Darling? • What can we learn from Grace Darling's example?
Visits	Howick hall Alnwick	Grace Darling Museum Bamburgh
Possible texts		Grace Darling – Christine Moorcroft Grace Darling, the Heroine of the farne islands – Christine bell

Knowledge	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or • 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 • significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally • 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 • significant historical events, people and places in their own locality
Chronological understanding	<ul style="list-style-type: none"> • Sequence events and objects in chronological order. • Ask and answer simple questions. • Place an event on a timeline given. 	<ul style="list-style-type: none"> • Sequence events related to the life of a famous person and objects in chronological order.

	<ul style="list-style-type: none"> • To recognise their own lives are different from lives of people in the past. • Sequence artefacts that are closer together in time. 	<ul style="list-style-type: none"> • Ask and answer simple questions to find out information about life in the past. • Place an event on a timeline showing periods in the history of England. • To recognise their own lives are different from lives of people in the past and explain why.
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • To explain how people lived their lives in the past. • Record correctly some facts and events from an event studied. • Identify one reason why a person from the past is remembered. • To show knowledge and understanding of aspects of the past beyond living memory 	<ul style="list-style-type: none"> • Recount the life of someone famous from Britain who lived in the past and explain how their life was significant. • To use a range of primary and secondary sources to begin to understand features of the period studied. • Identify reasons why a famous person from the past is remembered. • To begin to recognise that there are reasons in the past why people acted how they did. • To show knowledge and understanding of aspects of the past beyond living memory
Historical interpretations	<ul style="list-style-type: none"> • To be able to describe similarities and differences between old and new artefacts. • To identify different ways in which the past is represented. • To communicate what they have learnt in a variety of ways (ICT, drawing, writing) • To look at pictures to find facts out about the past. 	<ul style="list-style-type: none"> • To be able to describe similarities and differences between old and new artefacts. • To identify different ways in which the past is represented and say how things are represented differently nowadays. • To communicate what they have learnt in a variety of ways (ICT, drawing, writing) • To choose parts of stories and other sources to show they know and understand key features of events and lives of individuals from the past.
Historical enquiry	<ul style="list-style-type: none"> • To use a range of primary and secondary sources. • To describe and sort things from the past e.g. say how an object is used and how they compare to today's equivalent 	<ul style="list-style-type: none"> • To use a range of primary and secondary sources and compare to show similarities and differences. • To convey an awareness and understanding of the past in a variety of ways.

	<ul style="list-style-type: none"> To convey an awareness and understanding of the past in a variety of ways. 	
Vocabulary	Old, new, a long time ago, before, after, past, present, then and now, century, decade, timeline, Chronology, King/Queen, Evidence, Monarch	

Key stage two

	Year 3	Year 4	Year 5	Year 6
Topic	The Roman empire and its impact on Britain	Changes in Britain from the Stone Age to the Iron Age	Ancient Greece – a study of Greek life and achievements	Ancient Egypt
Aspect	Impact the Roman empire had on life in Britain: Spread of the Roman empire Invasion of Britain Romanisation of Britain – roads, bathhouses, names Investigate Hadrian’s wall – how and why it was built Features of the wall Maps to show location British resistance of Boudicca Roman god and religion	changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain’s settlement by Anglo-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor From Stone Age to Iron Age which period would you prefer to live in?	How the Greeks influenced today’s society Greek homes Greeks development of Democracy The 3 main systems of democracy in ancient Greece The Greeks invented the theatre The ancient Greeks invented the Olympic games The Greek alphabet	Egyptian leaders and gods: <ul style="list-style-type: none"> Who were the Ancient Egyptians? What was life like? Mummies Tutankhamun Write like an Egyptian Egyptian gods Archaeology
Visits	Roman wall / Arbeia Roman Temple in local area	Great North Museum Workshop – Investigating prehistory: the Stone Age and Bronze Age	Great North Museum Workshop – Greek fighting forces RGS	Great North Museum Workshop – Investigating our Mummies
Possible texts	What the Romans did for us – Alison Hawes	Stone Age Boy The pebble in my pocket Ug Stig of the dump	Percy Jackson or Who let the Gods out?	Jake Atlas

				Ancient Egypt: Tales of Gods and Pharaohs - Marcia Williams
Topic	local study Enquiry Question: What influence has Italy had on British society?	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD900; Mayan civilisation c. AD900; Benin (West Africa) c. AD900-1300	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Aspect	Local study on the Condercum Roman fort on the Condercum estate in Benwell. The history of the Roman fort in Benwell and around the Newcastle area. Know significant dates in the history of the Roman Empire. Know how to place and locate significant events in history on a timeline. Know how to order significant events on a timeline. The meaning of the words BC, AD, decade ancient and century. Know about primary sources of historical evidence and how it is used.	Know the chronological order of key events from the time of the Vikings. Who the Vikings were and what they did. Anglo-Saxon kings. Similarities and differences between the Anglo-Saxon kings. Know how to compare and contrast the Anglo-Saxon and modern British justice systems The order of Anglo-Saxon kings on a timeline. Key aspects of the reign of the last Anglo-Saxon kings. The difference between historically accurate and inaccurate events.	Maya are The American-Indian people of Central America. Maya are a human society with its own social organisation and culture. Maya civilisation Mayan time periods Pre classic period there was great growth for the Maya. Small villages evolved into cities. Mayans culture	Place major historical periods on a timeline – Romans to today. Identify common Roman crimes and how they were punished. The influences the Romans had on the justice system today. How the Anglo-Saxons and the Vikings dealt with criminals. Know how the laws changed with the Norman invasion. . Henry VIII and the Battle of Bosworth
Visits	Hodgkin Park West End library archive	Great North Museum Workshop Anglo-Saxons		

Possible texts	Photos - now and then	Arthur and the Golden Rope How to train your dragon	The Great Kapok Tree Lynne Cherry The History Detective Investigates: Mayan Civilization - Clare Hibbert	Holes - Louis Sachar The Secret Diary of Kitty Cask, Smuggler's Daughter Philip Ardagh & Jamie Littler
Topic	Lord Armstrong links with electricity	Britain's settlement by Anglo-Saxons and Scots	Newcastle's Bridges	Newcastle including the keep, St Andrew's church, central library – key areas from the Walking with Witches text.
Aspect	Lord Armstrong links with electricity – biography and legacy to the area. Life of Lord Armstrong. Lord Armstrong created a hydraulic crane and engine. The work and inventions of Lord Armstrong. Armstrong's links to Scotswood. How he developed artillery. Why Armstrong road was named after him. Know how to use secondary sources of information to carry out research.	Enquiry Question: What was the impact of the settlement of the Anglo Saxons? When the Scots and Anglo-Saxons invaded Britain. Anglo-Saxon kingdoms. Anglo-Saxon villages and how they lived and worked. Using artefacts and evidence to find out about what life was like in Anglo-Saxon Britain. Examine artefacts and evidence to make deductions about Anglo-Saxon life. Anglo-Saxon religion Anglo-Saxon festivals The first Anglo-Saxon Christian King.	Newcastle bridges Location and purpose of the bridges. Dates that bridges were built the architect of the Tyne Bridge. Know that the Tyne Bridge was opened by King George V and Queen Mary How historical sources can be used Historical sources to compare building methods over time. The great flood of 1771. The great fire of Gateshead and Newcastle	Newcastle Castle is a medieval fortification in Newcastle- Upon- Tyne. Where Newcastle castle is built and dates. Where the castle keep is What the blackgate is The site of the castle used to be a fort. Dates of when the stone castle was built Dates when the Black Gate was added. The Roman fort or Motte and Bailey Castle. The Literary and Philosophical Society and when it was built. Newcastle witch trials.
Visits	Cragside Jesmond Dene – Armstrong Bridge	Bede world – Jarrow hall Lindisfarne	Bridges walk	Newcastle city centre and town moor
Possible texts	Emperor of Industry: Lord Armstrong of Cragside by Ken Smith	Beowulf	River Tyne – Steve Ellwood	Walking with witches