

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><u>History</u></p> <p>Begin to make sense of their own life-story and family's history.</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><u>Non Fiction</u></p> <p>Nursery- My Family Tree – First Facts (Big book)</p> <p>Nursery- Teddy Bears – Sallie Purkis</p> <p>Nursery- Birthdays – Sallie Purkis</p> <p><u>Fiction</u></p> <p>Nursery- Alfie and Annie Rose storybook – Shirley Hughes</p> <p>Nursery- Annie Rose is my little sister – Shirley Hughes</p> <p>Nursery- Alfie – Shirley Hughes</p>	Nature walks Hodgkin park, Jesmond Dene
Reception	<p><u>History</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<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.</p> <p>Children to compare similarities and differences</p>	Then, before, now, next, soon.	<p><u>Non Fiction</u></p> <p>Reception- My History - Pat Hughes (Big book)</p> <p>Reception- Families – Ginn History</p> <p>Reception- Homes – Ginn History</p> <p>Reception- Schools – Ginn History</p>	<p>Family members to talk about experiences eg past and present/ any other life experiences show photos etc</p> <p>Local museums e.g. Discovery Museum, Great North Museum</p>

	<p><u>Early learning goals.</u> <u>Past and present</u></p> <p>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.</p>	<p>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- 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>	
--	---	---	--	--	--

Key stage one

	Year 1	Year 2
Topic	Toys old and new	Victorian children
Aspect	<p><u>Chronology, continuity and change</u></p> <p>To understand how toys and books have changed over time. To create a timeline of toys dating back to their grandparents. To understand that the materials used for making toys have diversified over time. To sequence events in history and explain the order of events. To understand how toys were used in the past. To know how to ask questions about old and new objects. To organise artefacts by age. To know the Similarities and differences in toys old and new.</p>	<p><u>Historical evidence</u></p> <ul style="list-style-type: none"> • To know how the rich children were educated. • To know where poor children went to school. • To know what Victorian children wore to school. • To know what a Victorian classroom looked like. • To know what the Victorian classroom rules were. • To know what Victorian children learn and what were Victorian lessons like. • To compare a Victorian classroom to their own classroom. • To know that in 1870 the law changed and required all children aged between 5 and 13 years to attend school.
Visits	Discovery museum	Beamish
Possible texts	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	You Wouldn't Want to Be a Victorian Schoolchild Paperback - John Malam Schools (Looking at life in the past) – Ginn History Real Victorians – English Heritage The Victorians at school – Rosemary Rees
Topic	Queen Elizabeth II	The great fire of London/Newcastle
Aspect	<p><u>Historical significance</u></p> <p>To know about people who may be significant in our lives. To know about the life of Queen Elizabeth and how she became Queen. To know about Queen Elizabeth and her family. To know what is the role of the monarch? Is the Queen a significant person? To explain why the Queen may be significant to them. To discuss how the Queen has help us and how she has changed people's lives. To use artefacts and photographs to find out about the past. To sequence events in the life of a key historical figure.</p>	<p><u>Cause and consequence</u></p> <p><u>Evidence</u></p> <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 • To use different sources of evidence.
Visits	Visit from librarian to share information	Quayside trail trip linked to Great Fire of Newcastle

		Box of delights
Possible texts	<p>Becoming Queen Elizabeth II (Famous People, Great Events) – Gillian Clements</p> <p>The Queen's Hat (The Queen Collection) – Steve Antony</p> <p>The Queens knickers – Nicholas Allan</p>	<p><i>Toby and The Great Fire Of London</i> - Margaret Nash & Jane Cope</p> <p><i>The Great Fire Of London</i> - Liz Gogerly</p> <p><i>Mr Fawkes, the King and the Gunpowder Plot</i> - Tom Bradman & Tony Bradman</p>
Topic	Transport through time – George Stephenson	Grace Darling
Aspect	<p><u>Chronology, continuity and change</u></p> <p>To know the importance and impact of the wheel.</p> <p>To sequencing famous transport ‘firsts’ on a classroom timeline.</p> <p>To Identify how wheels are used today and how they began to change lives 6000 years ago.</p> <p>To know how the wheel effected people’s lives in ancient times.</p> <p>To highlight some positive and negative consequences of the new railways.</p> <p>To describe some ways in which the motor car developed over time.</p> <p>To explain when and why cars became more affordable for ordinary people.</p> <p>To identify some milestones in the development of flight over time</p> <p>To know why George Stephenson was famous.</p>	<p><u>Historical significance</u></p> <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	Train station	Grace Darling Museum Bamburgh
Possible texts	<p>Trains – Emma Lynch</p> <p>Getting Around Through the Years: How Transport Has Changed in Living Memory (History in Living Memory) – Clare Lewis.</p>	<p>Grace Darling – Christine Moorcroft</p> <p>Grace Darling, the Heroine of the farne islands – Christine bell</p>

Vocabulary KS1	Old, new, a long time ago, before, after, past, present, then and now, century, decade, timeline, Chronology, King/Queen, Evidence, Monarch, Victorian, Royal, throne, crowned, reign, significant, event, Britain, British, local, national, artefact, object, museum, compare,
-------------------	--

	similar / different, ancient, change, changes, hours, weeks, years, decade, century, order, memory, remember, remembrance, time, today, yesterday, tomorrow, future, here, now, then.
--	---

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	Crime and punishment
Aspect	<p><u>Historical significance</u> <u>Historical evidence</u></p> <p>To Know what life was like as a Roman soldier including what they ate, wore and where they lived.</p> <p>To Know some of the traditions and customs that the Romans brought to Britain.</p> <p>To Know where the Romans originated from and how their empire spread.</p> <p>To Know when and why the Romans invaded Britain.</p> <p>To Know how the Romans have influenced Britain today.</p> <p>Know significant dates in the history of the Roman Empire.</p>	<p><u>Chronology, change and continuity</u></p> <p>To know the changes in Britain from Stone Age to Iron Age.</p> <p>To know the dates of the main prehistoric time periods.</p> <p>To know how to sequence periods of British history previously studied on a time line and know where stone age to iron age fits within this timeline.</p> <p>To know about people's lives in each time period.</p> <p>To Know that some foods have been around for thousands of years.</p> <p>To Know that archaeologists have discovered the evidence for what foods have been eaten in the past.</p>	<p><u>Historical significance</u> <u>Evidence</u></p> <p>To know how the Greeks influenced today's society.</p> <p>To evaluate evidence to choose most reliable.</p> <p>To use sources to answer questions independently.</p> <p>To know, make links and draw comparisons between important events, places and people.</p> <p>To know about Greek homes</p> <p>To know the Greeks development of Democracy.</p> <p>To know the 3 main systems of democracy in ancient Greece.</p> <p>To know the Greeks invented the theatre.</p>	<p><u>Chronology Continuity & Change</u> <u>Evidence</u></p> <p>To sequence events of a specific period of history, explaining the order of events and what happened.</p> <p>To know that crime is an action which constitutes an offence and is punishable by law.</p> <p>To Know that punishment is penalty given for committing a crime or an offence.</p> <p>To Know that crime and punishment have changed significantly throughout history.</p> <p>To Know that there are similarities between crime and punishment in different eras from the Roman period.</p> <p>To know about the Newcastle witch trials.</p> <p>To know that Newcastle Castle is a medieval fortification in Newcastle- Upon- Tyne.</p>

	<p>To Know how to place and locate significant events in history on a timeline.</p> <p>To look at artefacts from the past and use them to try and answer questions about the past.</p> <p>To use a range of sources to find out about a period in history.</p>	<p>To identify how artefacts can be used to tell us about periods of history.</p> <p>To Know how to use secondary sources of evidence to find out what foods have been used/eaten in prehistoric times.</p>	<p>To know the ancient Greeks invented the Olympic games</p> <p>To know the Greek alphabet.</p> <p>To know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people.</p>	<p>To know where Newcastle castle is built and dates.</p> <p>To know where the castle keep is</p> <p>To know What the Blackgate is.</p> <p>To recognise that some sources may be more reliable than others.</p> <p>To use sources to formulate questions and investigate the answers independently.</p>
Visits	<p>Roman wall / Arbeia</p> <p>Roman Temple in local area</p> <p><u>Box of delights</u></p>	<p>Great North Museum</p> <p>Workshop – Investigating prehistory: the Stone Age and Bronze Age</p> <p><u>Box of delights</u></p>	<p>Great North Museum</p> <p>Workshop – Greek fighting forces</p> <p>RGS</p>	<p>Newcastle city centre and town moor</p> <p>Castle keep</p>
Possible texts	<p>What the Romans did for us – Alison Hawes</p>	<p>Stone Age Boy</p> <p>The pebble in my pocket</p> <p>Ug</p> <p>Stig of the dump</p>	<p>Percy Jackson or</p> <p>Who let the Gods out?</p>	<p>Walking with witches</p>
Topic	<p>Local heroes</p>	<p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Mayan civilisation</p>	<p>Ancient Egypt</p>
Aspect	<p><u>Historical evidence</u></p> <p><u>Continuity and change</u></p> <p>To understand what makes a hero, and identify some local heroes from the past.</p> <p>To use an image as a source to find out about a person in the past.</p> <p>To use an object as a source to find out about a person in the past</p>	<p><u>Evidence</u></p> <p>To know the chronological order of key events from the time of the Vikings.</p> <p>To know who the Vikings were and what they did.</p> <p>To know Anglo-Saxon kings.</p> <p>To understand the Similarities and</p>	<p><u>Historical significance</u></p> <p><u>Evidence</u></p> <p>To know the Maya's are The American-Indian people of Central America.</p> <p>To know, make links and draw comparisons between important events, places and people</p>	<p><u>Evidence</u></p> <p>Who were the Ancient Egyptians?</p> <p>To know the dates that the first settlers arrived in Egypt.</p> <p>To order and place the key periods and events studied.</p> <p>To know what life was like in ancient Egypt.</p> <p>To know what a pharaoh is and what their role was in ancient Egypt.</p>

	<p>To use a document as a source to find out about a person from the past.</p> <p>To understand what makes someone a hero.</p> <p>To identify qualities of people who are considered heroes.</p> <p>To locate these people's lives on a timeline.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which the past is represented.</p> <p>To choose sources to show that they know and understand key features of events.</p>	<p>differences between the Anglo-Saxon kings.</p> <p>To know how to compare and contrast the Anglo-Saxon and modern British justice systems.</p> <p>To know the order of Anglo-Saxon kings on a timeline.</p> <p>To know the key aspects of the reign of the last Anglo-Saxon kings.</p> <p>To know the difference between historically accurate and inaccurate events.</p>	<p>To know the Maya's are a human society with its own social organisation and culture.</p> <p>To understand that some evidence is opinion or misinformation and this affects interpretation of history.</p> <p>To use a range of different sources to piece together understanding about key events of this period of time.</p> <p>To know what Maya civilisation is.</p> <p>To know Mayan periods.</p> <p>To know Pre classic period there was great growth for the Maya. Small villages evolved into cities.</p> <p>To understand the Mayans culture.</p> <p>To use historical sources to find similarities and differences between two or more periods studied.</p>	<p>To know what the pyramids and tombs are and what their purpose is.</p> <p>To understand some of the things Egyptians believed in.</p> <p>To understand that some evidence is propaganda and this affects interpretation of history.</p> <p>To select the most appropriate sources of evidence.</p> <p>To be able to use historical sources to find similarities and differences between two or more periods studied.</p> <p>To know some of the Egyptians gods and what they looked like.</p> <p>To know some of the inventions and achievements of the ancient Egyptians and how they impact our lives today.</p>
Visits	Cragside Jesmond Dene – Armstrong Bridge	Great North Museum Workshop Anglo-Saxons		Great North Museum Workshop – Investigating our Mummies Box of delights
Possible texts	Emperor of Industry: Lord Armstrong of Cragside by Ken Smith	Arthur and the Golden Rope How to train your dragon	<p>The Great Kapok Tree Lynne Cherry</p> <p>The History Detective Investigates: Mayan Civilization - Clare Hibbert</p>	Jake Atlas - Ancient Egypt: Tales of Gods and Pharaohs - Marcia Williams
Topic		Britain's settlement by Anglo-Saxons and Scots	Newcastle's Bridges	
Aspect		<p><u>Cause and consequence</u></p> <p>To know the Anglo-Saxons invaded Britain.</p> <p>To sequence periods of British history previously studies and know where the Anglo – Saxons fit within this timeline.</p>	<p><u>Chronology, continuity and change</u></p> <p>To know the location and purpose of the bridges.</p> <p>To know dates that bridges were built.</p> <p>To know how to order and place the key periods and events studied.</p>	

		<p>To know the Anglo-Saxon kingdoms.</p> <p>To know the Anglo-Saxon villages and how they lived and worked.</p> <p>To use artefacts and evidence to find out about what life was like in Anglo-Saxon Britain.</p> <p>To examine artefacts and evidence.</p> <p>To identify how artefacts can be used to tell us about his period in history.</p> <p>To make deductions about Anglo-Saxon life.</p> <p>To know about Anglo-Saxon religion</p> <p>To know about Anglo-Saxon festivals</p> <p>To know the first Anglo-Saxon Christian King.</p>	<p>To know the architect of the Tyne Bridge.</p> <p>To Know that the Tyne Bridge was opened by King George V and Queen Mary.</p> <p>To know how historical sources can be used.</p> <p>To know how to use Historical sources to compare building methods over time.</p> <p>To know about the great flood of 1771.</p> <p>To know about the great fire of Gateshead and Newcastle.</p>	
Visits		Bede world – Jarrow hall Lindisfarne	Bridges walk	
Possible texts		Beowulf	River Tyne – Steve Ellwood	

Vocabulary KS2	<p>Freedom, democracy, power, prejudice, change, choice, protest, judgement, justice, responsibility, rights, conflict, forgiveness, morality and oppression. Influence, belief, change, faith, power, spirituality, poverty and wealth, Individuality, community</p> <p>Hierarchy Mesoamerica Democracy, tradition chronological community, diversity, belonging, identity,</p> <p>Prehistory, archaeologist, Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, primary sources, secondary sources.</p> <p>Invasion, Angles, Saxons, seven kingdoms, settlement, artefact, excavation, archaeology, historian, sources, evidence, interpretation, sacrifice, worship, gods, Christianity, missionary, Viking, raid, invade, kingdom, Criminal, justice, defendant.</p>
----------------	---

