



Curriculum Overview – History

History	Autumn	Spring	Summer
Reception	<p>Remembrance Day, Guy Fawkes</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be.</p> <p>ECO links: How did the war effect the environment?</p> <p>Local/International – Remembrance Day Service – Spennymoor.</p> <p>Educate and Celebrate: Age – How children’s lives in the time of war is different from children today.</p> <p>Career Links: Armed forces.</p>	<p>Artic/Polar Explorers</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be.</p> <p>ECO links: How did the artic explorers get there? Link to different transport links and how they impact our environment.</p> <p>Local/International – Different famous arctic explorers.</p> <p>Educate and Celebrate: Gender equality – both male and female arctic explorers.</p> <p>Career Links: skating rink workers Travel explorers, barista/waiter and waitresses</p>	<p>Famous Pirates</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be.</p> <p>ECO links: How are pirate ships more environmentally friendly compared to cars? Can we use boats as transport?</p> <p>Local/International – Famous pirates as explorers - where did they travel?</p> <p>Educate and Celebrate: Gender equality – both male and female pirates.</p> <p>Career Links: Jobs that involve travel</p>
Year 1	<p>Why was Charles sent to prison? WW1 – Remembrance</p> <p>RRS:</p>	<p>How do our favourite toys and games compare with those of children in the 1960’s?</p> <p>RRS:</p>	<p>Why is the history of my locality significant? - Links to Spennymoor – trains</p> <p>RRS:</p>



Curriculum Overview – History

	<p>Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco links: How did the war effect the environment?</p> <p>Local: Link to Remembrance Day.</p> <p>Educate and Celebrate: Age – How children’s lives in the time of war is different from children today.</p> <p>Careers: Historian Soldier</p>	<p>Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>ECO links: Focusing on the materials toys are made from and the impact on the environment.</p> <p>Local: Toys that different family members played with.</p> <p>Educate and Celebrate – Gender – Steriotypical boys’ and girls’ toys.</p> <p>Careers: Toy Designer Toy Maker</p>	<p>Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>ECO links: What are the benefits of traveling by train?</p> <p>Local: George Stephenson is a local man who has had an international impact.</p> <p>Educate and Celebrate: Age – Children working in the mines and on the lines.</p> <p>Careers: Engineer Train driver</p>
<p>Year 2</p>	<p>Great Fire of London</p> <p>RRS:</p> <p>Article 12 - Every child has the right to express their views, feelings and wishes and be listened to.</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco links: How did the fire change our buildings today?</p> <p>Local / International:</p>	<p>Who is the greatest history maker?</p> <p>RRS:</p> <p>Article 12 - Every child has the right to express their views, feelings and wishes and to be listened to.</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco links: How did the war effect the environment?</p>	<p>What does it take to be a great explorer?</p> <p>RRS:</p> <p>Article 12 - Every child has the right to express their views, feelings and wishes and be listened to.</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco links:</p>



Curriculum Overview – History

	<p>How did the Great fire of London change things in Spennymoor? Educate and Celebrate: Disability</p> <p>Career Links: Builders Architect Interior designer</p>	<p>Local/ International: How did these great history makers change things for us in UK/ Spennymoor?</p> <p>Educate and Celebrate: Gender Equality</p> <p>Career Links: Discuss jobs for all – Scientists and MPs</p>	<p>How did explorers influence goods /trade in North East (Link back to Autumn Term and foods from abroad)</p> <p>Local / International: Captain Cook as an Explorer</p> <p>Educate and Celebrate: Gender equality – Are all the great explorers men?</p> <p>Career Links: Travel jobs (aviation, shipping etc) Travel writer</p>
<p>Year 3</p>	<p>How do the lives of ancient Britons change during the Stone Age?</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be.</p> <p>ECO links: How the world would have been back in prehistoric times – no pollution from cars and factories. Early humans had very little waste as they would aim to use everything. Local/International – How prehistoric humans spread across the globe. Touch on the movement of the continents. Educate and Celebrate:</p>	<p>What is the secret of the standing stones? (Bronze Age Britain)</p> <p>How do artefacts help us understand the lives of people in Iron Age Britain? Religion and belief</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: How the world would have been back in prehistoric times – no pollution from</p>	<p>Ancient Egypt</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: How the world would have been – no pollution from cars and factories. Pollution of the river Nile from humans/animals. No plastic. International – Egypt Educate and Celebrate:</p>



Curriculum Overview – History

	<p>Gender equality – the roles of men and women Disability – Survival of the fittest Career Links: Historian Archaeologist Museum curator</p>	<p>cars and factories. Early humans had very little waste as they would aim to use everything. Local/International – The locations of stone circles – Stonehenge as a focus. Hill forts – where were they located? Skara Brea in Scotland. Educate and Celebrate: Gender equality – the roles of men and women Disability – Survival of the fittest Career Links: Historian Archaeologist Museum curator</p>	<p>Gender equality – the roles of men and women Career Links: Historian Archaeologist Museum curator Tour guide Travel agent (Egypt)</p>
<p>Year 4</p>	<p>How do the arrival of the Romans change Britain?</p> <p>Link to local area/ site – dated from beyond 1066. RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: How would Spennymoor have been back in Roman times – no pollution from cars and factories etc. Early humans had very little waste as they would aim to use everything. Local/International: How did the Romans move through Europe and into the UK. a Educate and Celebrate: Gender equality – the roles of men and women.</p>	<p>Who were the Anglo – Saxons and how do we know what was important to them?</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. Local/International – Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England. Educate and Celebrate: Religion and belief – explore Saxon Gods and explain why beliefs and</p>	<p>What did the Vikings want and how did Alfred help to stop them getting it?</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: Look at the materials and features of longships Vikings used for raiding. Local/International: Identify places along the</p>



Curriculum Overview – History

	<p>Career Links: Historian Archaeologist Museum curator</p>	<p>religious practices of the Anglo-Saxons were called Pagan. Career Links: Historian Archaeologist Museum curator</p>	<p>coast Vikings parties raided. Educate and Celebrate: Gender equality – the roles of men and women. Career Links: Historian Archaeologist Museum curator Armed Forces</p>
<p>Year 5</p>	<p>Why did the ancient Maya change the way they lived?</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: What is the impact on the environment of so many people visiting Chichen Itza? Local/International: Locating South America on the map- similarities and differences Educate and Celebrate: Gender equality – the roles of men and women Beliefs- What were the religious beliefs of the Maya?</p>	<p>The story of the Trojan Horse: historical fact, legend or classical myth?</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: Why is Greece such a popular holiday destination? What does this mean for the environment? Local/International: Comparisons between the UK and another European country. Educate and Celebrate: Gender equality – the roles of men and women in the past</p>	<p>What did King George VI mean when he said “The history of York is the history of England?”</p> <p>RRS: Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: Did the railways have a positive or negative impact on the environment? Local/International: What was the role of the railway in Spennymoor? Educate and Celebrate: Gender equality – the roles of men and women in the past. Disability- How were people with disabilities treated in the past?</p>



Curriculum Overview – History

<p>Year 6</p>	<p>Battle of Britain Why was winning the Battle of Britain in 1940 so important? Remembrance</p> <p>Study of an aspect of British history beyond 1066</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 24 - The right to clean water. Article 28 – The right to learn Article 29- Your right to be the best that you can be. Article 38- The right to be protected from war and conflict. ECO links: Explore the effects of pollution on our natural world after warfare.</p> <p>Local/International – Local fieldwork study at the River Wear. Is there evidence of British battles in the local area?</p> <p>Educate and Celebrate: Age – Do you presume all people of a specific age were involved in the Battle of Britain? Why were there age restrictions during the war?</p> <p>Career links: Armed forces Historian Museum curator Researcher</p>	<p>British Empire Why did Britain once rule the largest empire the world has ever seen?</p> <p>Understand the role of opinion and propaganda.</p> <p>Understand and use the concept of legacy, including Royal families.</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 24 - The right to clean water. Article 28 – The right to learn Article 29- Your right to be the best that you can be. Article 32 - The right to be protected from dangerous work. Article 38- The right to be protected from war and conflict. ECO links: How are countries more sustainable now in comparison to the past?</p> <p>Local/International – International study of countries which were once part of the British Empire.</p> <p>Educate and Celebrate: Age, Race, Religion & Gender – Slavery amongst the British Empire.</p> <p>Career links: Armed forces Historian Museum curator Merchant Traders</p>	<p>Shang Dynasty How did a pile of dragon bones help solve an ancient Chinese mystery?</p> <p>Achievements of the earliest civilisations</p> <p>RRS: Do Chinese children have rights? What are they? Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 24 - The right to clean water. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: Research China's effort towards climate change.</p> <p>Local/International – International study of China.</p> <p>Educate and Celebrate: Age, Gender, Marriage and Pregnancy – equality in China.</p> <p>Career links: Archaeologist Historian Museum curator Travel agent</p>
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<p>Early Years (exploring) /Year 1/Year 2 (Knowing,</p>	<p>Lower KS2. – Year 3 and 4</p>	<p>Upper KS2 – Year 5 and 6</p>
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Rosa Street
Primary School

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comprehending and recalling).	Focus on knowledge rich experiences.	Important content – less of content – to allow knowledge rich – deep knowledge to stretch.
Recognise Identify Describe observe, select categorise sequence compare and contrast, recall reason/speculate	Summarise Synthesise Explain Demonstrate understanding	Empathise reach informed conclusions make reasoned judgements justify apply evaluate critique hypothesise.