



Whole School Curriculum Design: History Sequence of Learning & Progression of Skills



Knowledge: to know that things happen in the past and the present

Concepts: A sense of the passage of time, to think about their own family and memories

Skills: talk about past events and special times, to think about how they have changed/grown, to develop an understanding of changes over time, growth and decay

ELG 13 People & Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

14 Understanding the World

To know about similarities and differences in relation to places, objects, materials and living things.
To talk about the features of their own immediate environment and how environments might vary from one another.
To make observations of animals and plants and explain why some things occur, and talk about changes.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1		<p style="text-align: center;">Fantastic Firsts – Changes in Transport</p> <p>Knowledge: Changes within living memory and beyond, similarities and differences between transport now and those in the past, key events in the lives of significant individuals and how they contributed to national achievements (George Stephenson)</p> <p>Concepts: Historical Significance, Chronology, Continuity and Change</p> <p>Skills: Creating a sequenced timeline, Chronology over a longer time frame, reading photographs and film</p> <p style="text-align: center;">National Curriculum</p> <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 (<i>The First Aeroplane Flight</i>) <ul style="list-style-type: none"> significant historical events, people, and places in their own locality (<i>George Stephenson</i>) 		<p style="text-align: center;">Explorers of the Seas and Space</p> <p>Knowledge: facts and events relating to the life of significant individuals</p> <p>Concepts: Historical Significance</p> <p>Skills: Enquiry and use of evidence</p> <p style="text-align: center;">National Curriculum</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements <p style="text-align: center;"><i>(Christopher Columbus & Neil Armstrong)</i></p>		<p style="text-align: center;">Grace Darling</p> <p>Knowledge: Significant historical events, People and places in their locality, significant women in history</p> <p>Concepts: Historical Perspectives, Historical Evidence</p> <p>Skills: Historical Enquiry, use of evidence, reading photographs</p> <p style="text-align: center;">National Curriculum</p> <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 <ul style="list-style-type: none"> significant historical events, people and places in their own locality (<i>Grace Darling</i>) 	
YEAR 2		<p style="text-align: center;">Corbridge 100 years ago and now: Local Area Study</p> <p>Knowledge: history of the local area, facts and events relating to their own locality</p> <p>Concepts: Chronology, Continuity and Change, Historical Evidence</p> <p>Skills: Reasoning and explaining, Enquiry and use of evidence</p> <p style="text-align: center;">National Curriculum</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 		<p style="text-align: center;">The Great Fires of London and Newcastle & Gateshead</p> <p>Knowledge: Events beyond living memory and know that events can have multiple causes and effects</p> <p>Concepts: Cause and Effect, Historical Evidence</p> <p>Skills: Using evidence and sources, analysing significance of sources, Historical Enquiry</p> <p style="text-align: center;">National Curriculum</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> significant historical events, people and places in their own locality 		<p style="text-align: center;">Kings and Queens</p> <p>Knowledge: Events beyond living memory. Facts relating to significant individuals within Britain's history.</p> <p>Concepts: Historical Significance, Chronology, Continuity and Change</p> <p>Skills: Using evidence and sources, analysing significance of sources, Historical Enquiry</p> <p style="text-align: center;">National Curriculum</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements (<i>Queen Elizabeth 1 & Queen Victoria</i>) 	



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<p>YEAR 3</p>	<p>Stone Age – Bronze Age – Iron Age Knowledge: Facts relating to Stone Age, Bronze Age, & Iron Age within Britain’s history Concepts: Continuity and Change, Historical Evidence Skills: Timelines, Use of Historical Evidence, Chronology over a longer time National Curriculum</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to Iron Age • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel e.g., Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 		<p>The Roaming Romans: Empire Knowledge: Events beyond living memory. Facts relating to significant individuals within Britain’s history Concepts: Historical Significance, Chronology, Continuity and Change Skills: Using evidence and sources, analysing significance of sources, Historical Enquiry National Curriculum</p> <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain • the Roman Empire by AD 42 and the power of its army <ul style="list-style-type: none"> • British resistance, for example, Boudicca • ‘Romanisation’ of Britain: sites such as Vindolanda and the impact of technology, culture and beliefs, including early Christianity
<p>YEAR 4</p>	<p>Ancient Greeks Knowledge: Legacy and Achievements of Ancient Greek Civilisation Concepts: Continuity and Change, Cause and Effect Skills: timelines, Evidence, Line of Enquiry National Curriculum</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 		<p>Childhood in Victorian Britain: Themed Study (Coal Mining in the North East) Knowledge: Facts relating to Victorian Britain, the impact and legacy of coal mining in the North East Concepts: Continuity and Change, Historical Significance, Historical Perspectives, Historical Evidence Skills: Timelines, Use of Historical Evidence, reading photographs National Curriculum</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • the changing power of monarchs: Queen Victoria
Corbridge Middle School			
British History Vikings	Ancient History The Egyptians	Local History Trail How Corbridge has changed over time	
British History beyond 1066 Crime and Punishment	British History Viking & Anglo-Saxon struggle for England	Historical Person Alexander the Great (Ancient Greeks)	