

Hawes Primary School – History Curriculum

	EYFS A&C	EYFS B&D	KS1 Years A&C	KS1 Years B&D	KS2 Year A	KS2 Year B	KS2 Year C	KS2 Year D
A u t u m n T e r m	Through their topic: Toys	Through their topic: Remembrance	Changes in living memory and beyond History of Toys - Introduction to the timeline Big Q - How have toys changed over time?	Changes in Living Memory Remembrance: Big Q: Why is it important that we remember events from the past? <i>Museum Trip</i>	Changes in Britain (Overview study) The Stone age to Iron age Big Q – What were the key development from the Stone Age to the Iron Age?	Changes in Britain Roman Britain in the North (Overview study) Local History – fort at Bainbridge and Hadrian's wall/Vindolanda <i>Museum Trip</i> Big Q: How did the Romans shape the North of England?	Changes in Britain (overview study) Anglo Saxons, settlements, place names and Christian conversion (Lindesfarne), Alfred the Great. Big Q: Was Alfred the Great really great?	Changes in Britain (overview study) Vikings – raiders and invaders the struggle for power! Big Q: Would you back the Anglo Saxons or the Vikings?
S p r i n g T e r m	Through their topic: Famous People	Through their topic: Titanic and other transport	Significant Lives: Famous Women <i>Mary Anning, Rosa Parks</i> Big Q – How have these women made a significant impact on our history?	Significant Event The Titanic: Big Q: Why did the unsinkable ship sink?	Ancient civilisations (depth study): Overview of civilisations and depth study of Ancient Egypt. Big Q – What can artefacts tell us about Ancient Egyptian life?	Ancient Civilisation non-European (depth study): Ancient Maya Big Q – What impact did the Mayans have on modern day life?	Ancient Civilisation (overview study) Greeks Big Q: How have archaeologists learnt about Ancient Greece?	Beyond 1066 (Overview study) <i>Museum Trip</i> Britain at War (WW2) what life was like – evacuees/rationing etc. (+Commonwealth Troops) Big Q: What was life like for children in WW2?
S u m m e r T e r m	Through their topic: Farms and Hawes (where I live)	Through their topic: Kings, Queens and Castles	Significant Local People and places Hawes through History <i>Museum Trip</i> Big Q – What was Hawes like in the past?	Local History/Significant places/monarchy Kings, Queens and Castles Big Q: Why are there lots of castles near Hawes? Trip to Middleham Castle or Bolton Castle <i>Trip</i>	Beyond 1066 (depth study plus local history): The Railway Revolution – links to the Victorian age Local History link – Darlington/York <i>Trip</i> Big Q – How did changes in transport impact our local area? <i>York Trip</i> Local History (Depth Study) York – A changing settlement. Big Q - What can archaeology tell us about life in York through the ages? <i>Trip</i>	Beyond 1066 (Depth Study plus local history) – Victorian childhood/The History of Hawes School Big Q – How would Hawes Primary School have been different in Victorian times? <i>Museum Trip</i>	Beyond 1066 (Overview study) Big Q: What impact have the Windrush Generation had on Britain today? <i>York Trip</i> Local History (Depth Study) York – A changing settlement. Big Q - What can archaeology tell us about life in York through the ages? <i>Trip</i>	Beyond 1066 Power and Protest: Voices of Change (Overview Study) – links to previous themes. Suffragettes, Bristol Bus Boycott Big Q: How can we make a difference to history?

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Key Themes			
EYFS	KS1	LKS2	UKS2
Similarities and differences Past and present	Chronology Local History Changes over Time Similarities and differences Significant people, places and events Farming Monarchy and Power	Chronology Local History Changes over Time Similarities and differences Empire Power Farming Hidden Figures Civilisation Invasion	Chronology Local History Changes over Time Similarities and differences Empire Power Farming Hidden Figures Civilisation Invasion

Component: Understanding Chronology							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to make sense of their own life-story and family's history.	- Understand chronology as a linear sequence (first, next, after that) - Sequence events or activities linked to their own life or sequence events in a story - Know the concept of 'now' and 'the past' and can identify things in the past linked to their own life or from stories / songs/nursery rhymes - Sort known objects, images or other sources of evidence into 'now' and 'the past'	- Know that history can be split into living memory and beyond living memory - Identify some periods, events and people studied and if they are in living memory or beyond living memory - Place up to 3 to 4 events, objects, people or processes on a timeline for within living memory -With support use a simple (blank of dates) timeline to sequence a few (3 or 4) events, objects or processes from beyond living memory and into living memory - Sequence some events studied in order	-Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory -Start to understand the chronological framework (name of period) of what they are being taught -Use a simple timeline to sequence more than 4 events, objects or processes from beyond living memory and into living memory -Sequence events, objects or processes within living memory that are closer together in chronology and on a simple timeline (may have some reference to dates) -Understand that dates can be used to describe time and events in time	-Start to identify that history is split into periods and identify main periods linked to learning -Start to understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught - Know history can be split into AD and BC and begin to know what they mean - Sequence events, objects or processes within a period/topic studied on a pre-prepared timeline using dates - Start to understand that timelines show scale and duration and this can be different	-Identify that history is split into periods and identify main periods linked to learning - Understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught - Know history can be split into AD and BC and know what they mean - Place key dates and events on a given timeline for the period being studied and use these key dates and markers in their work	-Place the period studied into a larger chronological narrative in relation to what has been studied previously across school and where applicable what they will study in year 6 - Know where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught - Construct and compare more complex timelines for the period studied and concurrent periods using given scales and durations and marking with more complex dates - Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used -Work out larger durations linked to key events on periods studied from a timeline	-Construct and compare their own overarching narrative timeline of periods of history studied across school and linked to British and world history using their own scale and durations - Construct and compare more complex timelines for the period studied and where applicable reference to local history and concurrent periods using, where appropriate, their own scale and duration and marking with more complex dates.

Hawes Primary School – History Curriculum

		-Sequence key events of significant people or events studied in order on a timeline using given dates	- Understand that timelines show scale and duration and that these can be different on different timeline - Start to work out small durations linked to key events of periods studied	- Justify their use of scale and duration on their timelines - Be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted - Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used and choose which to use in their timelines
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Vocabulary: non-topic specific							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
today yesterday before after tomorrow the present the past the future day week month		year decade century ancient modern long ago timeline date order similar different		chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) invasion civilisation empire resistance conquest		anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium extent of change... turning point to weigh up both sides	

Hawes Primary School – History Curriculum

long ago old new/recent parent grandparent great grandparent clue memory lifetime calendar remember Who? What? When? Why? How?	living memory memories grandparents time photograph artefact What...? When...? Where...? How? Why...? chronological order era/period impact significant memorial investigate research evidence historians experts	colony gods/goddesses invention archaeologist/archaeology sources importance significance legacy impact effects reason change continuity this suggests... I can infer... first hand evidence second hand evidence myths and legends oral history museum	on one hand however primary evidence secondary evidence eye witness this source suggests that... could have been... might have been... impact effects consequences legacy significance impression change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology democracy culture stereotype diversity traditional view/attitudes variety of sources different experiences this source impression the source omits to mention... the purpose reliability one sided/biased primary evidence/source Secondary evidence/source
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