



History National Curriculum Overview 2023-2024

	Autumn	Spring	Summer
Nursery	<p style="text-align: center;">All about me and my family How I've changed Families and communities</p> <p style="text-align: center;"><i>Lifestyle and civilisation</i></p> <ul style="list-style-type: none"> begin to make sense of their own life story and family's history <p>Examples of how to support this</p> <ul style="list-style-type: none"> Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life story and family. 	<p style="text-align: center;">Local heroes Past and present transport – <i>Stephenson Brothers could be a focus here</i> Our local area</p> <p style="text-align: center;"><i>People and events that changed History</i> <i>Local area</i></p> <ul style="list-style-type: none"> 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. show interest in different occupations 	<p style="text-align: center;">History of the world - from dinosaurs to now, how things have changed Explore how the world has changed through images, stories, practical resources and look at timelines</p> <p style="text-align: center;"><i>Significant events</i> <i>Lifestyle and civilisation</i></p> <ul style="list-style-type: none"> explore natural materials, indoors and outside use all their senses in hands-on exploration of natural materials explore collections of materials with similar or different properties talk about what they see, using a wide vocabulary
Reception	<p style="text-align: center;">My family tree / heritage Building a family tree and explaining how this helps us to learn more about our heritage and culture. Looking through family photos sent in and artefacts families can share</p> <p style="text-align: center;"><i>Lifestyle and civilisation</i></p> <ul style="list-style-type: none"> talk about members of their immediate family and community name and describe people who are familiar to them 	<p style="text-align: center;">Famous Geordies from the past! Looking at local people who have affected their community/ changed history – soldiers from this area, athletes, service people (police, nurses, etc)</p> <p style="text-align: center;"><i>People and events that changed History</i> <i>Local area</i></p> <ul style="list-style-type: none"> comment on images of familiar situations in the past compare and contrast characters from stories, including figures from the past 	<p style="text-align: center;">Looking back... Seaside holidays past & present</p> <p style="text-align: center;"><i>Lifestyle and civilisation</i></p> <ul style="list-style-type: none"> 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
Year 1	<p style="text-align: center;">Queen Elizabeth I vs. Queen Victoria</p> <p style="text-align: center;"><i>People and events that changed History</i> <i>Lifestyle and civilisation</i> <i>Religion and Gods</i></p> <ul style="list-style-type: none"> 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacote and/or Florence Nightingale and Edith Cavell] 	<p style="text-align: center;">Grace Darling</p> <p style="text-align: center;"><i>Local area</i> <i>People and events that changed History</i> <i>Inventions and achievements</i></p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality 	<p style="text-align: center;">Toys from the past</p> <p style="text-align: center;"><i>Lifestyle and civilisation</i> <i>Inventions and achievements</i></p> <ul style="list-style-type: none"> They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life



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<p>Year 2</p>	<p style="text-align: center;">Explorers</p> <p style="text-align: center;"><i>People and events that changed History</i> <i>Inventions and achievements</i></p> <ul style="list-style-type: none"> 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<p style="text-align: center;">Great Fire of London and great Fire of Gateshead</p> <p style="text-align: center;"><i>People and events that changed History</i> <i>Local area</i> <i>Lifestyle and civilisation</i> <i>Inventions and achievements</i></p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<p style="text-align: center;">Rosa Parks vs. Greta Thunberg</p> <p style="text-align: center;"><i>People and events that changed History</i> <i>Inventions and achievements</i></p> <ul style="list-style-type: none"> 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
<p>Year 3</p>	<p style="text-align: center;">Changes from Stone Age to Iron Age</p> <p style="text-align: center;"><i>Lifestyle and civilisation</i> <i>Inventions and achievements</i></p> <p>Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p style="text-align: center;">Ancient Egyptians</p> <p style="text-align: center;"><i>Religion and Gods</i> <i>Lifestyle and civilisation</i> <i>Inventions and achievements</i> <i>Invasion and conquest</i></p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p style="text-align: center;">Study of all 4 Ancient civilisations</p> <p style="text-align: center;"><i>Religion and Gods</i> <i>Lifestyle and civilisation</i> <i>Inventions and achievements</i> <i>Invasion and conquest</i></p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
<p>Year 4</p>	<p style="text-align: center;">Romans</p> <p style="text-align: center;"><i>People and events that changed History</i> <i>Invasion and conquest</i> <i>Local area</i></p> <p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p style="text-align: center;">Ancient Greece/ * 2 lesson study of all 4 ancient civilisations</p> <p style="text-align: center;"><i>Religion and Gods</i> <i>Lifestyle and civilisation</i> <i>Inventions and achievements</i> <i>Invasion and conquest</i></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day History <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p style="text-align: center;">World War 2</p> <p style="text-align: center;"><i>People and events that changed History</i> <i>Local area</i> <i>Inventions and achievements</i></p> <p>A local history study Examples (non-statutory)</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.



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<p>Year 5</p>	<p style="text-align: center;">Anglo Saxons vs Scots <i>Religion and Gods</i> <i>Lifestyle and civilisation</i></p> <p>Britain's settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<p style="text-align: center;">Anglo Saxons vs Vikings <i>Local area</i> <i>Invasion and conquest</i> <i>Religion and Gods</i></p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>This could include:</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	<p style="text-align: center;">Golden Age of Islam vs. Early Britain <i>Religion and Gods</i> <i>Lifestyle and civilisation</i> <i>Inventions and achievements</i></p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: Early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
<p>Year 6</p>	<p style="text-align: center;">Conflict through time – a breadth study over 2 half terms (10 lessons + 1 trip + 1 visitor) <i>Invasion and conquest</i> <i>People and events that changed History</i> <i>Lifestyle and civilisation</i> <i>Inventions and achievements</i></p> <ul style="list-style-type: none"> Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 		<p style="text-align: center;">Newcastle through the ages <i>Local area</i> <i>Lifestyle and civilisation</i> <i>Religion and Gods</i></p> <p>A local history study.</p> <p>Examples:</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality