

## **Beaconhill Primary History Overview**

### **A historian at Beaconhill Primary School should have:**

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas in styles appropriate to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.





## History Curriculum Map

This curriculum map ensures that skills, knowledge and understanding are developed systematically across a subject.

<b>Nursery</b>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life story and family's history.</li> </ul>		
<b>Reception</b>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<b>ELG</b> <b>Understanding the World</b> <b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	
	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Year 1</b>	<b>Free time and Hobbies – Toys</b> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<b>Free time and Hobbies – The Seaside</b> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<b>Famous people and events - Grace Darling, Isambard Kingdom Brunel (KS1 even years - link to DT)</b> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Significant historical events, people and places in their own locality.</li> </ul>



<p><b>Year 2</b></p>	<p><b>Events Beyond Living Memory – The Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• 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</li> </ul>	<p><b>Changes within living memory. UK changes in our lifetime including history /comparison of sovereigns.</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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</li> </ul>	<p><b>Lives of significant individuals. Isambard Kingdom Brunel (KS1 even years linked to DT)</b></p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• 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</li> </ul>
<p><b>Year 3</b></p>		<p><b>Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>•Changes in Britain from the Stone Age to the Iron Age</li> </ul> <p>This could include: late Neolithic hunter-gatherers and early farmers Bronze age religion, technology and travel Iron age hill forts, tribal kingdoms, farming, art and culture</p>	<p><b>Introduction to the Romans</b></p> <ul style="list-style-type: none"> <li>•The Roman Empire and its impact on Britain</li> </ul> <p>This could include: Julius Caesar’s attempted invasion in 55-54 BC</p> <ul style="list-style-type: none"> <li>•The Roman Empire by AD 42 and the power of its army</li> <li>•Successful invasion by Claudius and conquest, including Hadrian’s Wall</li> </ul>
<p><b>Year 4</b></p>	<p><b>Romans and Saxons</b></p> <p>First 3 weeks - building on work done in Year 3 in Summer term; British resistance – Boudica, Romanisation of Britain</p> <ul style="list-style-type: none"> <li>•Britain’s settlement by Anglo-Saxons and Scots</li> </ul>		



	<ul style="list-style-type: none"><li>•Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li><li>•Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li><li>•Anglo-Saxon art and culture</li><li>•Christian conversion – St. Aidan, St. Cuthbert and Lindisfarne</li></ul> <p><b>Vikings</b></p> <ul style="list-style-type: none"><li>•The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li><li>•Viking raids and invasion</li><li>•Resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</li><li>•Anglo-Saxon laws and justice</li><li>•Edward the Confessor and his death in 1066</li></ul>		
Year 5	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"><li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li><li>• A study of Greek life and achievements and their influence on the western world</li><li>• The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li></ul>		<p><b>Cramlington Now and Then: Local Area and Traffic</b></p> <p><b>A local history study</b></p> <ul style="list-style-type: none"><li>• Carry out a local history study</li><li>• A depth study linked to one of the British areas of study listed above</li><li>• A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li><li>• A study of an aspect of history or a</li></ul>



			site dating from a period beyond 1066 that is significant in the locality.
<b>Year 6</b>	<b>British 20<sup>th</sup> Century Popular culture</b> <ul style="list-style-type: none"><li>• Identify aspects of modern technology and popular culture that were not around in 1900</li><li>• Make links between periods of 20th Century popular culture and the 21st Century</li></ul>	<b>The Maya Civilisation</b> <ul style="list-style-type: none"><li>• Identify the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study</li><li>• Learn about the main early civilisations – who they were, when they were, where they were</li></ul>	<b>Early Islamic Civilisation</b> <ul style="list-style-type: none"><li>• Learn about a non-European society that provides contrasts with British history</li><li>• Islam – Practice and influence on society, art, great individuals, power, organisation of society, structure of cities, diplomacy, and meeting of “east/west”</li></ul>



## Skills Progression: History

<b>EYFS</b>			
Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.			
<b>Skill</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
<b>Interpretation</b>	<ul style="list-style-type: none"> <li>Can understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>Can start to use stories or accounts to distinguish between fact and fiction</li> <li>Can start to compare two versions of a past event</li> <li>Can observe and use pictures, photographs and artefacts to find out about the past</li> <li>Can explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>Can understand how our knowledge of the past is constructed from a range of sources</li> <li>Can look at more than two versions of the same event or story in history and identify differences</li> <li>Can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</li> </ul>	<ul style="list-style-type: none"> <li>Can find and analyse a wide range of evidence about the past</li> <li>Can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Can consider different ways of checking the accuracy of interpretations of the past</li> <li>Can start to understand the difference between primary and secondary evidence and the impact of this on reliability</li> <li>Can begin to evaluate the usefulness of different sources</li> <li>Can show an awareness of the concept of propaganda</li> <li>Knows that people in the past represent events or ideas in a way that may be to persuade others</li> </ul>
<b>Investigating</b>	<ul style="list-style-type: none"> <li>Can use a range of sources to find out about the past</li> <li>Can ask and answer questions, using other sources to show that they know and understand key features of events</li> <li>Can observe or handle evidence to ask simple questions or to find answers to simple questions about the past based on simple observations</li> </ul>	<ul style="list-style-type: none"> <li>Can gather more detail from sources such as maps to build up a clearer picture of the past</li> <li>Can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Can choose and select evidence and say how it can be used to find out about the past</li> <li>Can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</li> <li>Can begin to undertake their own research</li> </ul>	<ul style="list-style-type: none"> <li>Can recognise when they are using primary and secondary sources of information to investigate the past</li> <li>Can use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> <li>Can address and devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Can select relevant sections of information to address historically valid questions and construct detailed,</li> </ul>



			<p>informed responses</p> <ul style="list-style-type: none"> <li>• Can investigate their own lines of enquiry by posing historically valid questions to answer</li> </ul>
Presenting, organising and communicating	<ul style="list-style-type: none"> <li>• Can use a wide vocabulary of everyday historical terms</li> <li>• Can show an understanding of historical terms, such as monarch, parliament, government, war, remembrance</li> <li>• Can talk, write and draw about things from the past</li> <li>• Can use historical vocabulary to retell simple stories about the past</li> <li>• Can use drama/role play to communicate their knowledge about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Can develop the appropriate use of historical terms</li> <li>• Can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</li> <li>• Can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</li> <li>• Can start to present ideas based on their own research about a studied period</li> </ul>	<ul style="list-style-type: none"> <li>• Can develop the appropriate use of historical terms</li> <li>• Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious</li> <li>• Can present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports</li> <li>• Can plan and present a self-directed project or research about the studied period</li> </ul>
Vocabulary	source, similarity, difference, significant, chronology, events, represented, living memory, national, global, locality, past, present, modern, monarch, parliament, government, war, remembrance	empire, civilisation, peasantry, kingdom, continuity, cause, consequence, contrast, change, connections, trends, Neolithic, hunter gathers, Bronze Age, Iron Age, tribal, Roman Empire, legacy, conquest, resistance, Anglo-Saxons, invasion, settlement, conversion, Vikings, Ancient Greece, early Islamic civilisation, stela, Shiite, Sunni, Caliph	