



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.



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The History Curriculum Map

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

Nursery	Understanding the World <ul style="list-style-type: none"> Begin to make sense of their own life story and family's history. 		
Reception	Understanding the World <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. 	ELG Understanding the World Past and Present <ul style="list-style-type: none"> Talk about the lives of 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. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	
	Autumn term	Spring term	Summer term
Year 1	Free time and Hobbies – Toys <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	Free time and Hobbies – The Seaside <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	Famous people and events - Grace Darling, Isambard Kingdom Brunel (KS1 even years - link to DT) <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality.

<p>Year 2</p>	<p>Events Beyond Living Memory – The Gunpowder Plot</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally • 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 	<p>Changes within living memory. UK changes in our lifetime including history /comparison of sovereigns.</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 • 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 	<p>Lives of significant individuals. Isambard Kingdom Brunel (KS1 even years linked to DT)</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally • 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
<p>Year 3</p>		<p>Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> •Changes in Britain from the Stone Age to the Iron Age <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>Introduction to the Romans</p> <ul style="list-style-type: none"> •The Roman Empire and its impact on Britain This could include: 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
<p>Year 4</p>	<p>Romans and Saxons</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"> •Britain’s settlement by Anglo-Saxons and Scots •Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire •Anglo-Saxon invasions, settlements and kingdoms: place names and village life •Anglo-Saxon art and culture •Christian conversion – St. Aidan, St. Cuthbert and Lindisfarne 		

	<p>Vikings</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 •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 		
Year 5	<p>Ancient Greece</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • A study of Greek life and achievements and their influence on the western world • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day 		<p>Cramlington Now and Then: Local Area and Traffic</p> <p>A local history study</p> <ul style="list-style-type: none"> • Carry out a local history study • 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.
Year 6	<p>British 20th Century Popular culture</p> <ul style="list-style-type: none"> •Identify aspects of modern technology and popular culture that were not around in 1900 •Make links between periods of 20th Century popular culture and the 21st Century 	<p>The Maya Civilisation</p> <ul style="list-style-type: none"> • Identify the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study • Learn about the main early civilisations – who they were, when they were, where they were 	<p>Early Islamic Civilisation</p> <ul style="list-style-type: none"> •Learn about a non-European society that provides contrasts with British history •Islam – Practice and influence on society, art, great individuals, power, organisation of society, structure of cities, diplomacy, and meeting of "east/west"