

# Beaconhill Community Primary School

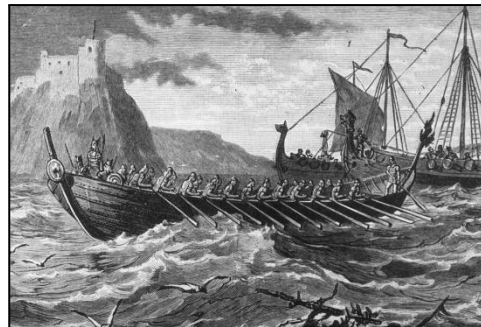
*History at Beaconhill*



## Curriculum Intent

**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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## Curriculum Overview

	Autumn	Spring	Summer
<b>Year One</b>		Free time and hobbies; Toys	Famous People and Events; Grace Darling
<b>Year Two</b>	Events Beyond Living Memory – The Gunpowder Plot		Lives of Significant Individuals: David Attenborough
<b>Year Three</b>		Britain from the Stone Age to the Iron Age	The Romans
<b>Year Four</b>	Anglo Saxons		Vikings
<b>Year Five</b>	Ancient Greece		Cramlington Now and Then: Local Area and Traffic
<b>Year Six</b>	Crime and Punishment	The Maya Civilisation	World War Two

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	Autumn	Spring	Summer
Year One		<b>Free time and Hobbies – Toys</b> <ul style="list-style-type: none"> <li>- Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>- Identify similarities and differences</li> <li>- Ask and answer questions</li> <li>- Understand some of the ways we find out about the past</li> <li>- Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<b>Lives of Significant Individuals</b> <b>Famous people and events - Grace Darling</b> <ul style="list-style-type: none"> <li>- Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>- Identify similarities and differences</li> <li>- Ask and answer questions</li> <li>- Understand some of the ways we find out about the past</li> <li>- Explore events beyond living memory that are significant nationally or globally</li> <li>- Learn about the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>- Learn about significant historical events, people and places in their own locality.</li> </ul>
Year Two	<b>Events Beyond Living Memory – The Gunpowder Plot</b> <ul style="list-style-type: none"> <li>- Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>- Identify similarities and differences</li> <li>- Ask and answer questions</li> <li>- Understand some of the ways we find out about the past</li> </ul>		<b>Lives of significant individuals - David Attenborough</b> <ul style="list-style-type: none"> <li>- Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>- Identify similarities and differences</li> <li>- Ask and answer questions</li> <li>- Understand some of the ways we find out about the past</li> </ul>

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	<ul style="list-style-type: none"> <li>- Explore events beyond living memory that are significant nationally or globally</li> <li>- Learn about the lives of significant individuals in the past</li> </ul>		<ul style="list-style-type: none"> <li>- To learn about the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>
<b>Year Three</b>		<b>Britain from the Stone Age to the Iron Age</b> <ul style="list-style-type: none"> <li>- Continue to develop a chronologically secure knowledge and understanding</li> <li>- Explore connections, contrasts and trends over time</li> <li>- Ask and answer questions about change, cause, significance, similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Learn about changes in Britain from the Stone Age to the Iron Age</li> </ul>	<b>The Romans</b> <ul style="list-style-type: none"> <li>- Continue to develop a chronologically secure knowledge and understanding</li> <li>- Explore connections, contrasts and trends over time</li> <li>- Ask and answer questions about change, cause, significance, similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Learn about the Roman Empire and its impact on Britain</li> </ul>
<b>Year Four</b>	<b>Anglo- Saxons</b> <p>Continue to develop a chronologically secure knowledge and understanding</p> <ul style="list-style-type: none"> <li>- Explore connections, contrasts and trends over time</li> <li>- Ask and answer questions about change, cause, significance, similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- To develop an understanding of Britain's settlement by Anglo-Saxons, including invasions, settlements and kingdoms: place</li> </ul>		<b>Vikings</b> <p>Continue to develop a chronologically secure knowledge and understanding</p> <ul style="list-style-type: none"> <li>- Explore connections, contrasts and trends over time</li> <li>- Ask and answer questions about change, cause, significance, similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- To develop an understanding of the Viking struggle for the Kingdom of England, including Viking raids and invasion</li> </ul>

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	names and village life Anglo-Saxon art and culture		
<b>Year Five</b>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>- Continue to develop a chronologically secure knowledge and understanding</li> <li>- Explore connections, contrasts and trends over time</li> <li>- Ask and answer questions about change, cause, significance, similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Learn about Greek life and achievements and their influence on the western world, including the legacy of Greek culture 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>- Continue to develop a chronologically secure knowledge and understanding</li> <li>- Explore connections, contrasts and trends over time</li> <li>- Ask and answer questions about change, cause, significance, similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Complete a local history study tracing how several aspects of national history are reflected in the locality</li> </ul>
<b>Year Six</b>	<p><b>Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>- Continue to develop a chronologically secure knowledge and understanding</li> <li>- Explore connections, contrasts and trends over time</li> <li>- Ask and answer questions about change, cause, significance, similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Understand how social history changes over time</li> </ul>	<p><b>The Maya Civilisation</b></p> <ul style="list-style-type: none"> <li>- Continue to develop a chronologically secure knowledge and understanding</li> <li>- Explore connections, contrasts and trends over time</li> <li>- Ask and answer questions about change, cause, significance, similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Learn about the main early civilisations – who they were, when they were, where they were</li> </ul>	<p><b>World War Two</b></p> <ul style="list-style-type: none"> <li>- Continue to develop a chronologically secure knowledge and understanding</li> <li>- Explore connections, contrasts and trends over time</li> <li>- Ask and answer questions about change, cause, significance, similarities and differences</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- To develop an understanding of how WW2 was a turning point for Britain</li> </ul>

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		- Identify the achievements of the earliest civilisations	
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