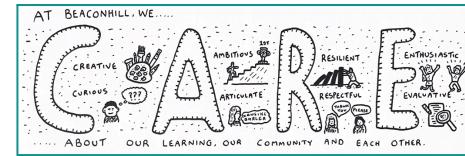


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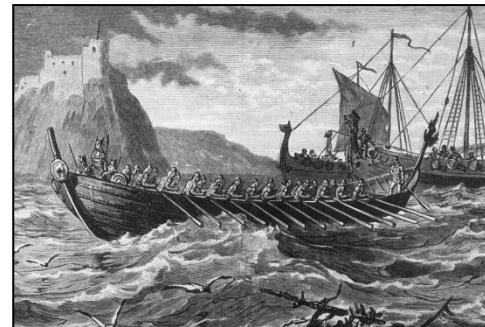
History at Beaconhill



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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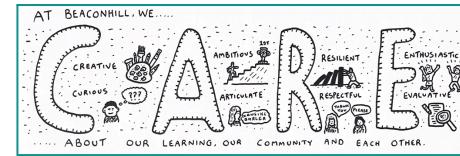


Curriculum Overview

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

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

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

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

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	<ul style="list-style-type: none">- Identify the achievements of the earliest civilisations	
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