

Blackhall Primary School Curriculum Overview: Humanities – History



Year	Autumn Term	Spring Term	Summer Term
1	<p>Who was here before me? NC coverage: Changes within living memory / Significant individuals in the past Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions / use of historical interpretations, chronology over a longer period, thinking about historical significance. Suggestion: My timeline; family history; Guy Fawkes; investigating Christmas now and in the past.</p>	<p>How has having fun changed in Blackhall? NC Coverage: changes within living memory, places in locality Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity. Suggestion: local history enquiry: toys and games then and now.</p>	<p>Who has helped to make History? NC coverage: Significant individuals in the past, local significant individuals Focus: use of historical interpretations, chronology over a longer period, thinking about historical significance. Suggestion: Grace Darling, Captain Cook, Lighthouses, our Queen Elizabeth II</p>
2	<p>What was the Great Fire of London? NC coverage: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance. Suggestion: compare fire safety then and now; significant individual Samuel Pepys.</p>	<p>Why are some places special? NC coverage: Significant places in own locality Focus: Thinking about historical significance, using primary sources. Suggestion: Special places in the area visit and enquiry – Hartlepool and HMS Trincomalee – Durham Cathedral and St Cuthbert – Who is Our Queen and where does she live?</p>	<p>How have holidays changed in Blackhall? NC coverage: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources Suggestion: Compare holidays now and 1950s and Victorian. Use of local historic environment - Blackhall Rocks / Crimdon Beach / Seaton Carew Monarchy and succession – links to Jubilee and Queen’s birthday.</p>
3	<p>Why did the Ancient Egyptians build pyramids? NC coverage: Achievements of earliest civilisations - Ancient Egypt (World History) Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p>	<p>Who were Britain’s first builders? NC coverage: Changes in Britain Stone Age to Iron Age (British History) Focus: building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p>	<p>What was Blackhall like in the Past? NC Coverage: Local history study (Local History) Focus: a study of an aspect of history dating from a period beyond 1066 that is significant in the locality (mining heritage).</p>
4	<p>How have the Greeks shaped my world? NC Coverage: Ancient Greece; achievements and influence (World History) Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>	<p>What was daily life like for Romans? / Why did the Romans build Hadrian’s Wall? NC coverage: The Roman Empire and its impact on Britain (British History) / Local history study Focus: Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of</p>	<p>What is a Monarch? NC Coverage: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Focus: the changing power of monarchs using case studies such as Henry VIII, Victoria, Elizabeth II. (Main focus on Tudor Period, also look at the life of a Tudor child).</p>

		enquiry. / Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)	
5	<p>What was life like for children during WWII? NC Coverage: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; local history study Focus: A significant turning point in British history - chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past.</p>	<p>Who were the Mayans? NC coverage: non-European society that provides contrast to British history (World History) Focus: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p>	<p>What happened when the Romans left Britain? (Anglo Saxons and Vikings) NC coverage: Britain's settlement by the Anglo Saxons and Scots (British History) Focus: Key features of Anglo Saxon Britain: chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations. Were the Vikings really vicious? NC Coverage: The Viking and Anglo saxon struggle for England to 1066 (British History) Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation. (Life of a Viking child).</p>
6	<p>How have schools changed through time? NC coverage: local history study (Local History) Focus: Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs (a study over time tracing how aspects of national history are reflected in the locality). Victorian depth study.</p>	<p>How was Durham involved in War? NC Coverage: Local History unit – WW1 war memorials Focus: Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past</p>	<p>Has life got better for children in Britain? NC coverage: Aspect or theme since 1066 (Changing life for children). Focus: Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past. (Assessment unit – changing experiences of children through history).</p>

Blackhall Primary School Curriculum Overview: Humanities – History



Notes:

Chronology through the Blackhall Primary School History Curriculum

There are three strands through the history curriculum at KS2: British History (B), World History (W) and Local Study (L). Tracing the route through these three strands separately it will be seen that the units are largely in chronological order by year group. Where this is not the case, the placing of the unit has been carefully considered and has been decided for sound reasons of: pupil engagement and inspiration; length of term; making meaningful links to calendar events of local and national importance; and the long-term underpinning focuses and themes of the history curriculum.

We have also ensured that our History Curriculum develops aspects of our Curriculum Vision including respect for our local community and hence improved self-worth, British Values and feeling part of something bigger, increased cultural capital – knowing the most important things, and readiness for the next stage of learning – helping our pupils to be KS3 ready.

	Autumn	Spring	Summer
Y3	Ancient Egypt (W)	Stone Age / Iron Age (B)	Blackhall mining heritage (Industrial Revolution) (B/L)
Y4	Ancient Greeks (W)	Romans in Britain / Romans Local Study (B/L)	British Monarchs (B)
Y5	Blackhall at War (WWII focus) (B/L)	Mayans (W)	Anglo Saxons / Vikings (B/L)
Y6	Schools through time (Victorian focus) (B/L)	Durham at War (WWI focus) (B/L)	Living Memory – has life got better for children in Britain? (B/L)

Underpinning themes:

There are several ‘big ideas’ of history which run through the Blackhall Primary School History Curriculum from Year 1 to Year 6;

- our coastal heritage – maritime theme
- our mining heritage – national importance of the locality in the past
- British Values – what it means to be a citizen in different periods of time and the place of our monarchy
- the lives of children through history