



History Skills Overview

At New York, our history curriculum has been designed so that each of the key skills taught within history are developed across each topic and year group. For further information, please see the progression in skills document. Skills with a high priority and focus within specific topics are highlighted in **bold**. Possible trips and enrichment activities are highlighted in **red**.

| Year Group | Term | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>Nursery</p> <p>Begin to make sense of their own life-story and family's history.</p> | <p>Geography half term</p> | <p>All about me How have I changed since being a baby? Context: How have I changed since being a baby?</p> | <p>My Family Context: Who is in my family?</p> | <p>Geography half term</p> | <p>Living memories Photos of things you have done in the past. Can you talk about it? Context: A Bus Ride What have I done in the past?</p> | <p>Geography half term</p> |
| <p>Reception</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about members of their immediate family and community.</p> | <p>Comment on images of familiar situations in the past.</p> <p>Talk about members of their immediate family and community.</p> <p>Context: Marvellous me- what can I do now/then</p> | <p>Comment on images of familiar situations in the past.</p> <p>Context: Terrific tales – sequence linear calendar</p> | | <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about members of their immediate family and community.</p> <p>Context: Growing and changing</p> | <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about members of their immediate family and community.</p> <p>Context: A ticket to ride – how have vehicles changed over time? Beep Beep Here we Go! Discovery Museum</p> | <ul style="list-style-type: none"> • Talk about the lives of the 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. <p>Context: Seaside – now and then</p> <p>Box of Delight – Summer holidays box</p> |
| <p>One</p> | <p>Geography half term</p> | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in</p> | <p>Geography half term</p> | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> | <p>Geography half term</p> | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in</p> |

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| | | <p>the past.</p> <p>Context: How did the SS Stanley disaster save the lives of many others?</p> <p>TVLB</p> | | <p>Context: How did Mary Anning's discoveries impact what we know today?</p> <p>Box of Delight – Dinosaurs and fossils box</p> | | <p>the past.</p> <p>Context: Is life the same for me as it was for my grandparents?</p> |
| Two | Geography half term | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: What did we learn from the Great Fire of London and how did it help Newcastle?</p> <p>Discovery Museum - Great Fire workshop</p> <p>Box of Delight – Great Fire box</p> | Geography half term | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: Where does the name Newcastle originate?</p> <p>Castle Keep</p> | Geography half term | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: Were women important to the Victorians?</p> <p>That History Bloke - Florence Nightingale workshop</p> |
| Three | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: Who were the Tudors and what did they do for Britain?</p> | Geography half term | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: What was life like in Anglo-Saxon Britain?</p> <p>Box of Delight – Anglo Saxon Britain</p> | Geography half term | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: How did Britain change between the beginning of the Stone Age and the Iron Age?</p> <p>The Rising Sun – Stone Age cooking</p> | Geography half term |
| Four | Skill: Chronological understanding , historical | Geography half term | Skill: Chronological understanding, historical | Geography half term | Skill: Chronological understanding, historical | Geography half term |

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| | <p>enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: What did the Romans do for Britain?</p> | <p>That History Bloke – Roman workshop</p> | <p>enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: Were the Vikings raiders or traders?</p> <p>Box of Delight – Vikings box</p> | | <p>enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: Why did the Maya abandon their cities?</p> | |
| Five | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: – How did the people of North Shields contribute to the abolitionist movement?</p> | <p>Geography half term</p> | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: Why was victory for Britain important during WW2?</p> | <p>Geography half term</p> | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: What was it like to live in Ancient Greece?</p> <p>That History Bloke – Ancient Greece workshop</p> | <p>Box of Delight – Ancient Greece box</p> |
| Six | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: How did Tyneside change during the Industrial Revolution and reign of Queen Victoria?</p> | <p>Geography half term</p> | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: How did Britain respond to the outbreak of WW1?</p> <p>Box of Delight – WW1 box</p> | <p>Geography half term</p> | <p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: How do we know about Ancient Egypt?</p> <p>Great North Museum Hancock</p> | <p>Geography half term</p> |