



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					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Begin to make sense of their own life-story and family's history.	Geography half term	All about me How have I changed since being a baby? Context: How have I changed since being a baby?	My Family Context: Who is in my family?	Geography half term	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?	Geography half term
Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community.	Comment on images of familiar situations in the past. Talk about members of their immediate family and community. Context: Marvellous me- what can I do now/then	Comment on images of familiar situations in the past. Context: Terrific tales – sequence linear calendar		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community. Context: Growing and changing	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community. Context: A ticket to ride – how have vehicles changed over time? Beep Beep Here we Go! Discovery Museum	• 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. Context: Seaside – now and then Box of Delight – Summer holidays box Uno workshop – Seaside
One	Geography half term	Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and	Geography half term Uno workshop- Mary Anning	Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences, similarities/differences, significance, organisation and communication, knowledge and	Geography half term	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. Context: How did the SS Stanley disaster save the lives of many others? TVLB		understanding of changes in the past. Context: How did Mary Anning's discoveries impact what we know today? Box of Delight – Dinosaurs and fossils box		understanding of changes in the past. Context: Is life the same for me as it was for my grandparents?
Two	Geography half term	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. Context: What did we learn from the Great Fire of London and how did it help Newcastle? Discovery Museum – Great Fire workshop Box of Delight – Great Fire box	Geography half term	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. Context: Where does the name Newcastle originate? Alnwick Castle	Geography half term	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. Context: Were women important to the Victorians?
Three	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. Context: How did shipbuilding shape life in the North East? Fish Quay visit	Geography half term	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. Context: What was life like in Anglo-Saxon Britain? Box of Delight – Anglo Saxon Britain Uno workshop – Anglo Saxons	Geography half term	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. Context: How did Britain change between the beginning of the Stone Age and the Iron Age? The Rising Sun	Geography half term

Four	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. Context: What did the Romans do for Britain?	Geography half term That History Bloke – Roman workshop	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. Context: Were the Vikings raiders or traders? Box of Delight – Vikings box Jarrow Hall Visit and workshop	Geography half term	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. Context: Why did the Maya abandon their cities? Uno workshop – Ancient Maya	Geography half term
Five	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. Context: – How did the people of North Shields contribute to the abolitionist movement? Heritologists workshop	Geography half term	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. Context: Why was victory for Britain important during WW2? Box of Delight – Evacuee Suitcase	Geography half term	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. Context: What was it like to live in Ancient Greece?	That History Bloke – Ancient Greek workshop
Six	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. Context: How did Tyneside	Geography half term	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. Context: How did Britain	Geography half term Amber- Cenotaph visit	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. Context: How do we know	Geography half term

	change during the Industrial Revolution and reign of Queen Victoria?		respond to the outbreak of WWI? Box of Delight – WWI box		about Ancient Egypt?	
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