



History Curriculum 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**. Any trips and enrichment activities are highlighted in **red**.

Year Group	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Geography half term	All about me How have I changed since being a baby?	My Family Who do I live with? Who else is in my family?	Geography half term	Living memories Photos of things you have done in the past. Can you talk about it?	Geography half term
Reception	<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: Marvellous me- what can I do now/then</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: Terrific tales - sequence linear calendar</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: Growing and changing</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: A ticket to ride - how have vehicles changed over time?</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>
One	Geography half term	Skill: Chronological understanding,	Geography half term	Skill: Chronological understanding,	Geography half term	Skill: Chronological understanding,

		<p>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 SS Stanley disaster save the lives of many others?</p> <p>TVLB</p>		<p>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 Mary Anning's discoveries impact what we know today?</p> <p>St Mary's Lighthouse fossils workshop</p>		<p>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: 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>	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: How did the role of Victorian women shape modern day Britain?</p> <p>Beamish - Florence Nightingale workshop</p>
Three	Geography half term	<p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and</p>	Geography half term	<p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and</p>	Geography half term	<p>Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and</p>

		<p>consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: What does the Tudor Rose represent?</p> <p><i>Bessie Surtee's House</i></p>		<p>consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: What effect did the settlement of Anglo Saxons have on the culture of England?</p> <p><i>Bede's World</i></p>		<p>consequences, similarities/differences, significance, organisation and communication, knowledge and understanding of changes in the past.</p> <p>Context: What did we learn from the first humans?</p> <p><i>Great North Museum</i></p>
Four	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 the Roman's do for me?</p> <p><i>Housesteads Roman Fort</i></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 the Vikings raiders or traders?</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: Why did the Maya abandon their cities?</p>
Five	Skill: Chronological understanding, historical enquiry, interpreting history, continuity and change, causes and consequences , similarities/differences, significance, organisation and communication , knowledge and	Geography half term	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</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</p>

	<p>understanding of changes in the past.</p> <p>Context: What did Britain learn from Nelson Mandela?</p>			<p>understanding of changes in the past.</p> <p>Context: Why was victory for Britain important during WW2?</p>		<p>understanding of changes in the past.</p> <p>Context: What was it like to live in Ancient Greece?</p>
<p>Six</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 Tyneside change during the Industrial Revolution and reign of Queen Victoria?</p> <p>Beamish</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 WWI?</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>