



RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE

# NORTHSIDE History Curriculum Overview **Respect, Pride, Inclusion,** **Challenge, Creativity, Resilience**

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Historical Focus including thematic strands</b></p>	<p style="text-align: center;">Nursery: know who their family are. Know that their parents were born first.</p> <p style="text-align: center;">Reception: Know what they have done (with their families) and when (past, present and future).</p>	<p><b>Events in our lives - changes within living memory.</b> Know and use the language of time. Know when their parents and grandparents were born. Know when they are born. Know the differences between old and new toys.</p> <p><b>Events beyond living memory that are significant globally</b> Know who invented the first flying machine. Know who the Wright brothers are and why they are famous. Know the achievements of Amelia Earhart.</p> <p><b>Making comparisons between aspects of life in different periods:</b> Queen Elizabeth I and Queen Elizabeth II Know who the current monarch is. Know who came before them. Know about different types of castles and how they have changed over time. Know the achievements of Elizabeth I and Elizabeth II (compare and contrast). Know what the commonwealth is.</p>	<p><b>The lives of Florence Nightingale and Mary Seacole significant individuals who contributed to national and international achievements.</b> Know the effects of the Crimean War (when it started, who was involved and Florence's role in changing hospitals). Know that Mrs. Longworth's family financed Florence's trip to the Crimean War. Know how Florence and Mary changed hospitals (medicine, hygiene and equipment). Know about the life of Rifaida Al-Aslamia – first nurse in the world.</p> <p><b>Great Fire of London</b> Know that the GFL happened on 2<sup>nd</sup> Sept 1666. Know Samuel Pepys wrote the diary that informed others of the historical events. Know how, why and where it started. Know why it was able to spread so quickly. Link to current affairs where appropriate. Know how London changed (wider roads, houses further apart, fire services and materials used).</p> <p><b>Significant historical events in our locality-</b> Know that Northside was built in the Victorian times. Know the features of a Victorian school. Know how the building has changed.</p>	<p><b>Stone Age</b> Know that the Stone Age started around 2.5 million years ago. Know the key facts about the three different periods (Palaeolithic, Mesolithic and Neolithic ages). Know about the progression in housing across the periods. Know about the clothes worn. Know about the tools used in the Stone Age. Know how people communicated in the Stone Age.</p> <p><b>Iron Age</b> Know when the Iron Age started in Britain. Know about hillforts and roundhouses. Know about warriors and weapons – how they defended themselves. Know their religious beliefs.</p> <p><b>Victorians</b> A local history study. A study of an aspect of the Victorian period that is significant in the locality. Know how the buildings and roads have changed (not Schools as this is covered in Year 2) Know when the period was and how long it lasted. Understand about the Industrial Revolution- be able to name inventions (including railway). Movement from rural to urban.</p>	<p><b>An early Islamic civilisation including a study of Baghdad</b> Know the importance of Baghdad. Know about the House of Wisdom and its legacy. Know the significant discoveries by Islamic scholars</p> <ol style="list-style-type: none"> <li>1. Muhammad Ibn Zakariya Razi- Father of Paediatrics</li> <li>2. Abu Al-Qasim Khalaf Ibn Al- Abbas Al- Zahrawi- Father of Surgery</li> </ol> <p>which impacted on western medicine. Know the first four Caliphs. Know different forms of Islamic art. Know about trade and power in the early Islamic civilisation.</p> <p><b>India</b> Understand the events that led to the British taking control in India. Know about the East India Company and how it led to the British Empire. Know who Ghandi was and his role in Indian independence. Know about the positive and negative aspects of British rule – focus on railways, trade and religion.</p> <p><b>Ancient Egypt</b> Know the chronology of the Ancient Egyptian civilisations (three main phases-Old, Middle and New Kingdom). Know about pyramids and burial rituals</p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b> Anglo Saxon Britain's settlement by Anglo-Saxons and Scots. Know the dates when the Anglo Saxons (AD 450)and Vikings (AD 793) invaded Britain. Know where the Anglo Saxons came from and where they settled in Britain. Know about Anglo Saxon houses and farms and know how society was organised. Know about where the Vikings came from and their invasion of Lindisfarne. Know about the role of women in Viking society. Know about the Battle of Hastings (1066).</p> <p><b>Ancient Greece</b> A study of Greek life and achievements and their influence on the western world. Know the dates of the classical period of Ancient Greek civilisation (510 BC to 323BC). Know about how democracy was formed in Athens. Know about how the Olympics began. Know about how society was organised. Know about the Greek gods (could be taught in English lessons). Know about the importance of the Parthenon.</p>	<p><b>World War Two</b> Know the dates of the war 1939-1945. Know about the Blitz and the impact on London (including evacuation). Know the impact on trade (rationing). Know about The Home Front-specifically the role of women. Know that bombs were dropped in North Finchley and that Northside was used as a medical centre during the war.</p> <p><b>War in Nazi Germany</b> Know who Hitler and the Nazi party were and their beliefs. Know about anti-Semitism and the campaign against Jewish people. Know about the Holocaust-including camps being liberated at the end of the war. Know who Anne Frank was and her significance.</p> <p><b>The Roman Empire and its impact on Britain</b> Know the dates the Roman Empire were in Britain. Know where the Roman Empire extended to. Know the different levels of society. Know about Roman villas. Know why Julius Caesar was famous. Know when London was founded. Know about the significance of Roman Roads. Know why the Roman army was so successful.</p>
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			Know famous people who came to Northside. Working children. Factories. Work Houses and Orphans.		including mummification. Know about the discovery of Tutankhamun's tomb. Compare Tutankhamun with Hatshepsut. Know about key Egyptian gods – including Ra, Anubis, Osiris and Horus. Know about farming and the water system along the Nile. Compare the lives of the rich and poor.	Know how life was different for men and women.  <b>The Space Race:</b> events beyond living memory that are significant nationally or globally. Know the timeline of the Space Race between the USA and the USSR. Know about Sputnik 1 from the perspective of the USSR and the USA. Know about the Apollo missions. Know about the Lunar landings- including key astronauts (Neil Armstrong, Buzz Aldrin and Michael Collins) and African American women who were important (Katherine Johnson, Mary Jackson Dorothy Vaughan, Christine Darden)	Know about the make-up of Roman army- learn about Roman soldiers who came from Africa.	
			<b>Society, Civilisation, Citizen</b>		<b>Society, Civilisation, Citizen, Empire</b>	<b>Society, Civilisation, Citizen, Parliament</b>	<b>Society, Civilisation, Citizen, Freedom</b>	
	Knowledge							
<b>Chronological Understanding</b>	<b>Three-Year-Old Nursery:</b>  Begin to make sense of their own life-story and family's history.	Understand familiar situations that have happened in the past.  Understand that there are figures from the past in stories.  Recognise that some things happened before they were born.	Know words to show an awareness of the past (today, yesterday, when I was younger...).	Develop an awareness of the passing of time using common words and phrases.	Know familiar events on a timeline (Stone Age, Iron Age, Victorians) and use dates where appropriate.  Use dates when talking about /writing about an event studied.  Know that a timeline can be divided in to BC and AD/ Before Common Era (BCE) and Common Era (CE).  Understand the concept of change over time.	Know the periods of history studied (Ancient Egypt, Islamic civilisation, Imperial India) using a timeline and know where they fit in BC and AD/ BCE and CE.  Know significant dates and terms.  Know what evidence suggests change over time.	Know dates when describing an historical event.  Develop a chronologically secure knowledge of Vikings, Ancient Greece and Space history.  Understand the concepts of continuity and change over time.	Know dates and terms when describing historical events.  Develop a chronologically secure knowledge and understanding of World War II, scientists and explorers.  Understand the concept of continuity and change over time, representing them along with evidence.  Understand and explain how some historical events occurred concurrently in different locations.

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<b>Chronological Understanding</b>	Skills							
	<p><b>Three-Year-Old Nursery:</b></p> <p>Retell some events in the past in their own lives and that of their family.</p>	<p>Comment on images of familiar situations in the past and how they are different from now.</p> <p>Compare and contrast characters from stories which include figures from the past.</p>	<p>Order/ sequence pictures and events.</p> <p>Place events in order.</p> <p>Make observations about lives of people from the past.</p> <p>Topics – Ourselves/ Toys, Queens and Flight</p>	<p>Find similarities between ourselves and people from the past.</p> <p>Place familiar events/people on a timeline.</p> <p>Order/sequence events and pictures on a timeline.</p> <p>Label timelines with words associated with the passing of time (past, present, older and newer).</p> <p>Topics – Florence Nightingale/ Mary Seacole, Great Fire of London and Northside</p>	<p>Sequence/place events, artefacts and historical events on a timeline.</p> <p>Recall significant dates.</p> <p>Represent changes on a timeline.</p> <p>Topics – Stone Age, Iron Age and Victorians.</p>	<p>Retell an event with a sequence of dates and terms using supporting evidence.</p> <p>Sequence/place events, artefacts and historical figures/events on a timeline using dates.</p> <p>Use dates to describe events.</p> <p>Represent this on a timeline along with supporting evidence.</p> <p>Topics – Early Islamic Civilisation, India and Ancient Egypt.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify the main changes in a period of history (using terms such as: social, religious, political, technological, and cultural).</p> <p>Talk about different periods of history making connections.</p> <p>Identify periods of rapid change in history.</p> <p>Use dates and terms to describe events.</p> <p>Topics – Vikings/ Anglo-Saxons, Ancient Greece and The Space Race.</p>	<p>Order and interpret significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological, and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Talk about different periods of history making connections, contrasts and trends over time.</p> <p>Use dates and terms accurately to describe events.</p> <p>Represent on a time line the concept of continuity and change.</p> <p>Topics - WW2, War in Nazi Germany and the Romans</p>

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Knowledge and Understanding of Events, People and Changes in the Past (overview of world history)	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge							
	<p><b>Two Year Old Nursery:</b> Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p><b>Three Year Old Nursery:</b> Continue developing positive attitudes about the differences between people.</p> <p>Know about special times or events for family or friends.</p>	<p>Talk about members of their immediate family and community.</p> <p>Understand that people have different beliefs and celebrate special times in different ways.</p> <p>Know about events in their lives which have happened in the past and which are happening now.</p>	<p>Know key events for Ourselves, Kings and Queens and Toys.</p> <p>Know historical people from the past.</p> <p>Topics – Ourselves/ Toys, Queens and Flight</p>	<p>Know historical events which occurred before they were born and its contribution to national/international achievements -</p> <p>Know historical people from the past and recognise the reasons for their actions -</p> <p>Topics – Florence Nightingale/ Mary Seacole, Great Fire of London and Northside</p>	<p>Know about the everyday lives of people in the time studied – Victorians</p> <p>Know the significance of what an important figure in history did and why – Victorians</p> <p>Have a broad overview of life in Britain – Stone Age and Iron Age.</p> <p>Know/describe the characteristic features of the past (beliefs, attitudes and experiences of men, women and children) – Stone Age/ Iron Age/ Victorians</p> <p>Know about a significant event/person/place in history in their own locality, understanding continuity and change – Victorians.</p>	<p>Know reasons for changes and developments in history in the time studied – Early Islamic Civilisation and Ancient Egypt (including overview of first civilizations).</p> <p>Know how important people caused changes in history and the impact – India, Early Islamic Civilisation, Ancient Egypt.</p> <p>Have a broad overview of life in Britain and compare some of the times studied with other areas of the world – Ancient Egypt/ Iron Age in Britain (Year 3) and India</p> <p>Know/describe and compare the characteristic features of the past (beliefs, attitudes and experiences of men, women and children) – Early Islamic Civilisation, Ancient Egypt and India</p>	<p>Know historical facts about British history – Anglo-Saxons/ Vikings.</p> <p>Compare some of the times studied with those of other areas of interest around the world – Anglo-Saxons, Vikings and Ancient Greece.</p> <p>Have a broad overview of life in Britain and a major event from the rest of the world – Anglo-Saxons/Vikings.</p> <p>Know and explain the characteristic features of the past (beliefs, attitudes and experiences of men, women and children) and changes – The Space Race, Anglo-Saxons/ Vikings and Ancient Greece.</p> <p>Know the social, ethical, cultural or religious diversity of past societies - The Space Race, Anglo-Saxons, Vikings and Ancient Greece.</p>	<p>Know historical facts about British history and its impact – WW2.</p> <p>Compare Britain and Germany in WW2.</p> <p>Know the characteristic features of the past (beliefs, attitudes and experiences of men, women and children), demonstrating an understanding of historical changes and giving reasons for continuity or change – WW2, War in Nazi Germany, Romans</p> <p>Know and compare the social, ethical, cultural or religious diversity of past societies, recognising that not all views may be shared – WW2, War in Nazi Germany, Romans</p> <p>Have a broad overview of life in Britain and some major events from the rest of the world - WW2, War in Nazi Germany, Romans</p>

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<b>Enquiry</b>	Skills							
	<p><b>Two Year Old Nursery:</b></p> <p>Describe their family.</p> <p>Comment on differences between people.</p> <p><b>Three Year Old Nursery:</b></p> <p>Respond to questions about special times or events.</p> <p>Comment positively on the differences between people.</p> <p>Comment on similarities too.</p> <p>Describe special times or events for family or friends.</p> <p>Explore objects which are related to special times or events.</p> <p>Respond to these objects through play.</p>	<p>Describe some of the similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Respond to questions about events in their past and present and ask questions about other children's experiences.</p> <p>Name and describe people who are familiar to them (using pictures).</p> <p>Listen to stories about different families.</p> <p>Explore objects/ photographs which are related to families, communities and traditions.</p> <p>Explain why objects and photographs are important to families, communities and traditions.</p>	<p>Ask and answer questions about the past, using a source including artefacts.</p> <p>Make simple observations using artefacts.</p> <p>Explore artefacts and sort them into then and now, to understand the past.</p>	<p>Ask and answer questions about the past, using stories and other sources and speaking and listening skills.</p> <p>Use a source - why, what, who, how, where questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Observe and handle evidence (including pictures or photographs) and artefacts.</p> <p>Compare the work of significant individuals.</p>	<p>Ask historically valid questions about the past and find the answers using a range of sources.</p> <p>Observe small details in artefacts and pictures.</p> <p>Distinguish between different sources.</p> <p>Use research skills. Use evidence to describe aspects of the past.</p> <p>Use more than one source of evidence for historical enquiry.</p>	<p><b>Describe</b> the main changes in a period.</p> <p>Ask historically valid questions and find answers about the past, making comparisons supported by sources.</p> <p>Use more than one source of evidence to build a picture and make comparisons about the past.</p> <p>Distinguish between different sources of evidence and evaluate their reliability.</p>	<p>Use sources of evidence to investigate different hypotheses about the past and investigate own lines of enquiry.</p> <p>Begin to identify, explore and select from a range of primary and secondary sources.</p> <p>Select reliable sources of evidence, with justifications.</p> <p>Use evidence to build up a picture of life in the time studied.</p> <p>Plan and carry out an individual investigation surrounding a given question.</p>	<p>Use sources of evidence to deduce, justify and form hypotheses about the past.</p> <p>Plan and carry out an individual investigation surrounding a question posed by themselves.</p> <p>Recognise and use primary and secondary sources confidently.</p> <p>Select information from a range of sources asking valid questions about change and cause.</p> <p>Suggest possible omissions and the means of finding out more details.</p> <p>Use evidence to create a fluent account of an event.</p> <p>Make choices about how reliable sources are, by selecting and evaluating suitable primary and secondary sources.</p>

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<b>Interpretation</b>	Skills							
			<p>Identify some of the different ways in which the past has been presented.</p> <p>Use stories to encourage children to distinguish between fact and opinion.</p>	<p>Describe some of the ways in which the past has been presented.</p> <p>Compare two versions of a past event.</p>	<p>Describe different accounts of historical events.</p> <p>Identify and give reasons for different ways in which the past can be represented.</p> <p>Suggest a cause and consequence of main events in history.</p>	<p>Describe different accounts of historical events, explaining why the accounts may differ.</p> <p>Begin to discuss their reliability.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Suggest causes and consequences of main events and changes in history.</p>	<p>Identify that no single source gives a full answer to a question.</p> <p>Offer some reasons for different versions of events.</p> <p>Compare different accounts of events from different sources – fact or fiction.</p> <p>Explain causes and consequences of main events and changes in history.</p>	<p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Understand that different evidence will lead to different conclusions.</p> <p>Compare interpretations of history and consider ways of checking accuracy.</p> <p>Compare causes and consequences of main events and changes in history.</p> <p>Refine lines of enquiry.</p> <p>Understand that people in the past have a point of view and that this can affect interpretation.</p> <p>Interpret how some of the things studied from the past affect and influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>

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Organisation and Communication	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Skills							
		<p>Use one way to show knowledge and understanding about an event in the past e.g. oral recount, pictures, writing, ICT, drama.</p> <p>Talk, write and draw about the past.</p> <p>Explain concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>	<p>Use more than one way to explain an event in the past e.g. orally, picture, writing, using ICT, drama, class display, annotated photographs.</p> <p>Recount main events (all topics).</p> <p>Explain concepts such as civilisation, monarchy, parliament, democracy, war and peace, nation and nation's history.</p>	<p>Select and record information relevant to the study.</p> <p>Communicate knowledge and understanding about past events using a range of methods - orally, drama, written, art, discussions, annotations and using ICT.</p> <p>Use appropriate vocabulary such as civilisation, monarchy, parliament, democracy, war and peace, nation and nation's history, dates, time period, era, change, chronology.</p> <p>Use English, maths and computing skills to communicate information about the past.</p>	<p>Select information and organise it to answer questions.</p> <p>Choose relevant material to present a picture of one aspect of life in past times.</p> <p>Present information about historical events using a variety of ways using different genres - orally, drama, written, discussions, class displays.</p> <p>Use appropriate vocabulary such as civilisation, monarchy, parliament, democracy, war and peace, nation and nation's history, dates, time period, era, change, chronology.</p> <p>Use English, maths and computing skills to communicate information about the past.</p>	<p>Select information from different sources to support hypotheses.</p> <p>Record and communicate knowledge in different forms, independently and collaboratively.</p> <p>Use appropriate terms and match dates to people and events.</p> <p>Present work in chronological order.</p> <p>Describe the main changes in a period in history and how events influence and affect life today.</p> <p>Use appropriate vocabulary such as, civilisation, monarchy, parliament, democracy, war and peace, nation and nation's history, dates, time period, era, change, chronology, change, century, decade, legacy.</p> <p>Use English, maths and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas (projects, motivational speeches, presentations).</p>	<p>Communicate knowledge and understanding in a variety of ways, including extended writing.</p> <p>Refer to historical events, changes, people and dates in chronological order.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Communicate ideas from the past understanding how some historical events occurred concurrently in different locations.</p> <p>Use appropriate vocabulary such as, civilisation, monarchy, parliament, democracy, war and peace, nation dates, time period, era, change, chronology, change, century, decade, legacy, and nation's history,</p> <p>Use original ways to present information and ideas (projects, motivational speeches, presentations).</p>	