

# Laurel Avenue Community Primary School History

Curriculum Plan										
Year Group	Cycle	Term	Overarching topic	History Key focus?	National Curriculum Link <i>Pupils should be taught about...</i>	History Enquiry Question Or Statement	Links and Progression	Knowledge Categories	Key Vocabulary	Additional Key Vocabulary
<b>M1 1/2</b>	<b>A</b>	<b>Aut</b>	<b>Fire! Fire!</b>	√	Events beyond living memory that are significant nationally	<i>Was London better before the Great Fire of London?</i>	Nationally significant event which captures interest of our children and links to geographical study of London. Allows for comparison and reasoning, applying key knowledge, chronology and evidence from sources. Provides basis of concepts of change, cause and consequence.	Main events Settlements Location Artefacts	congested flammable eyewitness architect	<p><b>change</b></p> <p><b>significant/important</b></p> <p><b>achievement</b></p> <p><b>observe</b></p> <p><b>artefact</b></p> <p><b>represent</b></p> <p><b>past (any time before the present)</b></p> <p><b>present (the period of time we are in now)</b></p>

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			<b>Black History</b>		The lives of significant individuals in the past who have contributed to international achievements	<i>What did Rosa Parks do that was so significant?</i>	Unassessed yearly revisited area of learning to allow for development of perspectives as mature. Current national and international significance. Important to address diversity and stereotypical attitudes and beliefs. Life of a significant individual will feed into providing a context and examples for discussion of wider moral and social aspects of black British history in KS2.	Main events Society Artefacts Location	activist segregation boycott	<b>future (the period of time that will come after the present)</b>  <b>recent (having happened a short time ago)</b>  <b>year</b>  <b>decade</b>  <b>century</b>  <b>recount</b>  <b>nation</b>  <b>civilisation</b>  <b>monarchy</b>
		<b>Spr</b>	<b>Around the World</b>		The lives of significant individuals in the past who have contributed to international achievements	<i>Why is the life of Christopher Columbus significant?</i>	Significant person chosen to engage and interest children, allowing links to geographical learning of continents to be interwoven and the substantive skills be applied. Link to next area of learning by looking at travel beyond living memory allowing sense of time and changes to develop.	Main events Travel and exploration Settlements Location	explorer disease colonised	<b>parliament</b>  <b>law</b>  <b>democracy</b>

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		<b>Sum</b>	<b>Travel</b>		Changes within living memory	<i>Have we always travelled in the same way and to the same places?</i>	Travel allows children to give a context with which they are all familiar to apply their own experience and understanding of the world whilst allowing a focus on change.	Main events Travel and exploration Artefacts Location Society Conflict	lunar achievement rivals commander breakthrough plaques influential transportation turbine	
	<b>B</b>	<b>Aut</b>	<b>Past and Present</b>	√	The lives of significant individuals... to compare aspects of life in different periods	<i>Life during the reign of Queen Victoria was exactly the same during the reign of Queen Elizabeth II, wasn't it?</i>	Queen Elizabeth II has been a key figure for the children in recent years and by studying life for people (particularly children) during her reign, areas can be chosen to meet the interests of cohorts and can include for example seaside holidays, toys, houses and school. These areas will all be within these experience of children and allow them to provide context and therefore be more able to identify changes. A comparison to the Victorian era will help to establish grounding in for M3 enquiry.	Main events Beliefs Culture and pastimes Society	monarch coronation government tradition memorial	

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			<b>Black History</b>		<p>The lives of significant individuals in the past who have contributed to national achievements</p>	<p><i>Why should we remember the life of Mary Seacole?</i></p>	<p>Unassessed yearly revisited area of learning to allow for development of perspectives as mature.</p> <p>Current national and international significance. Important to address diversity and stereotypical attitudes and beliefs.</p> <p>Life of a significant individual will feed into providing a context and examples for discussion of wider moral and social aspects of black British history in KS2.</p>	<p>Main events Society Artefacts Location</p>	<p>inequality discrimination race</p>	
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		<b>Spr</b>	<b>Weather Watchers</b>		The lives of significant individuals in the past who have contributed to national achievements	<i>Do you agree that Grace Darling can be described as a northern hero?</i>	The study of Grace Darling sits within the context of a geographical study of the weather and again allows for links between areas of learning and allows for revisiting across numerous occasions within the week/term for reinforcement of the substantive. Children are introduced to justification and for or against, using debates and written work to provide first steps into the discursive.	Main evets Society Location Travel and exploration	steamship heroine gallantry society	
		<b>Sum</b>	<b>Castles and Cathedrals</b>	√	Significant historical events, people and places in their own locality	<i>What's so special about Durham?</i>	First of three local history units across the milestones. Allows children to explore the city on their doorstep and visit places they 'see' but do not necessarily 'look' at. Children will begin to develop sense of the chronology of Durham's history and apply their understanding of term long ago, in the past etc.	Main events Location Society Artefacts Culture and Pastimes Conflict		

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<b>M2 3/4</b>	<b>A</b>	<b>Aut</b>	<b>From Stone to Iron</b>	√	Changes in Britain from the Stone Age to the Iron Age	<i>Nothing really changed from the Stone Age to the Iron Age, did it?</i>	Provides basis for chronology in KS2 and can build upon use of term changes from KS1. Children are able to study same aspects of life across time.	Beliefs Location Main events Artefacts Settlement Travel and exploration Society Food and Farming Conflict	ancestors climate nomadic communal density sophisticated preoccupied processions  trade custom hoard approximately technology states irrigation communication extracting archaeologists preserved intricate  conquest influential consequence fortified ore civilisations specialist efficient dominant fortifications inhabited surplus	* <b>legacy</b>  <b>settlement</b>  <b>struggle</b>  <b>impact</b>  <b>source</b>  <b>historical source</b>  <b>primary source</b>  <b>secondary source</b>  <b>account</b>  <b>enquiry</b>  <b>cause</b>  <b>consequence</b>  <b>locality</b>  <b>ancient</b>  <b>medieval</b>  <b>culture</b>  <b>BCE</b>  <b>CE</b>  <b>social</b>
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			<b>Black History</b>		<p>The lives of significant individuals in the past who have contributed to national achievements</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –Black and British</p>	<p><i>What part did Black people play in British Life when they started to settle 500 years ago? (Y3)</i></p> <p><i>What difference did the slave trade make to the experience of the Black people? (Y4)</i></p>	<p>Unassessed yearly revisited area of learning to allow for development of perspectives as mature.</p> <p>Current national and international significance. Important to address diversity and stereotypical attitudes and beliefs.</p> <p>Progression from individuals to considering groups of people.</p>	<p>Main events Society Artefacts Location</p>	<p>inequality discrimination race</p>	<p><b>ethnic</b> <b>society</b> <b>change</b> <b>concept</b> <b>represent</b></p>
		<b>Spr</b>	<b>Settlers</b>	√	<p>Britain's settlement by Anglo-Saxons</p>	<p><i>What is the legacy of Anglo-Saxon settlement?</i></p>	<p>Introduction to legacy which will be revisited in M3 when considering Ancient Greeks.</p>	<p>Main events Culture and pastimes Beliefs Settlement</p>	<p>descendants conquered stability collapse chaos upheaval consequences independent allegiance medieval legacy Christianisation pagan</p>	

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		<b>Sum</b>	<b>Invaders</b>	√	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<i>The Vikings were just the same people as the Anglo-Saxons and were nothing but vicious invaders.</i>	This unit of history is placed to follow on from Anglo-Saxon unit allowing the children to build chronology and develop a wider sense of Britain during this time. In comparing the two they are able to recall and reinforce substantive from the previous unit, allowing it to become disciplinary.	Main events Travel and exploration Settlement Conflict Culture and Pastimes	Scandinavia explorers colonised evidence Raid accounts colonise seaborne navigation symmetrical reputation colonisation volatile descendant
	<b>B</b>	<b>Aut</b>	<b>Romans Rock</b>	√	The Roman Empire and its impact on Britain	<i>The Roman Empire didn't really have that much impact on Britain, did it?</i>	Topic to exploit both children's interest and northern – if not 'local' – links. Impact as a concept will be developed upon in subsequent units in M3	Main events Artefacts Culture and Pastimes Society Conflict	turmoil frontiers territory constitution dictator assassinated economy importing exporting prosperous acknowledged sanitation resistance archaeologists preservation erosion mosaics construction



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			<b>Black History</b>		<p>The lives of significant individuals in the past who have contributed to national achievements</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –</p>	<p><i>What part did Black people play in British Life when they started to settle 500 years ago? (Y3)</i></p> <p><i>What difference did the slave trade make to the experience of the Black people? (Y4)</i></p>	<p>Unassessed yearly revisited area of learning to allow for development of perspectives as mature.</p> <p>Current national and international significance. Important to address diversity and stereotypical attitudes and beliefs.</p> <p>Progression from individuals to considering groups of people.</p>	<p>Main events Society Artefacts Location</p>	<p>inequality discrimination race</p>	
		<b>Spr</b>	<b>Tomb Raiders</b>	√	<p>The achievements of the earliest civilizations – Ancient Egypt</p>	<p><i>The ancient Egyptians are only known for their pyramids and mummies.</i></p>	<p>Allows children to consider a civilisation which ran alongside Stone, Iron and Bronze ages in Great Britain to deepen understanding of national and international and differences between civilisations as well as eras.</p>	<p>Main events Artefacts Beliefs Society</p>	<p>influential fertile irrigation immortality rituals decipher archaeologists canopic jars sarcophagus mummy temples engineering architects commemorate</p>	

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		<b>Sum</b>	<b>All Around the World</b>		A local history study – Religion	<i>Has the city of Durham been shaped by religion?</i>	The second of three local history studies and designed to run alongside an RE unit looking into Christianity and Durham cathedral, investigating Durham's links to the Northern Saints.	Main events Location Society Beliefs Artefacts Culture and Pastimes Conflict		
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<b>M3 5/6</b>	<b>A</b>	<b>Aut</b>	<b>Britain at War</b>	√	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Battle of Britain</p> <p><i>*Additional area of study World wars I &amp; II</i></p>	<p><i>Why if WWI was so terrible, why then did Britain go to war again just 20 years later?</i></p> <p><i>The axis powers were never a real threat to the UK, were they?</i></p>	<p>An additional unit taught due to its national and international significance and the variety and wealth of sources of evidence. Children are engaged by this topic and are able to link learning to RE learning Judaism.</p>	<p>Main events Conflict Location Society</p>	<p>Communism influences decades evacuated evacuation propaganda amphibious Blitz atomic declaration dispute rationing</p>	<p><b>** compare</b></p> <p><b>contrast</b></p> <p><b>suitable</b></p> <p><b>hypothesis</b></p> <p><b>testable</b></p> <p><b>reliable</b></p> <p><b>culture</b></p> <p><b>radical</b></p> <p><b>diverse</b></p> <p><b>characteristic features</b></p>
			<b>Black History</b>		<p>The lives of significant individuals in the past who have contributed to national achievements</p> <p>A study of an aspect or theme in British history that extends pupils' chronological</p>	<p><i>When so many Black people rushed to fight in the two world wars, why then is it only recently that their sacrifice is being properly recognised?</i></p>	<p>Unassessed yearly revisited area of learning to allow for development of perspectives as mature.</p> <p>Current national and international significance. Important to address diversity and stereotypical attitudes and beliefs.</p> <p>Progression from individuals to considering groups of people.</p>	<p>Main events Society Artefacts Location Beliefs</p>	<p>inequality discrimination race</p>	<p><b>analyse</b></p> <p><b>justify</b></p> <p><b>propaganda</b></p> <p><b>bias</b></p> <p><b>era</b></p>

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					knowledge beyond 1066 – Black British History				
		<b>Spr</b>	<b>Our Planet</b>		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – impact of Victorian era on life today.	<i>The Victorian era was so long ago that it has little impact on today's world. True or false?</i>	The Victorian era has been chosen as a thematic study due to the era of innovation and direct links to life for our children today. Aspects such as the invention of the telephone; introduction of Royal Mail and Police Force are all considered alongside learning about Victorian life to give a context to the scale of innovation which took place. Children can draw on prior knowledge from M1.	Main events Settlements Culture and Pastimes Travel and exploration Society	exploration uncharted missionaries Raj innovations workforce economy representation parliament empire poverty revolution conditions
		<b>Sum</b>	<b>Life on Earth</b>		<i>*Additional area of study: Tudor Life.</i>	<i>The Tudor dynasty was the most significant in British History.</i>	An additional study to the required curriculum selected due to its importance within the chronology of the monarchy and in general to the history of Britain.	Main events Conflict Culture and Pastimes Travel and exploration Beliefs	civil war expeditions prosperity philosophy flourish heir rebellion parliament devout

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	<b>B</b>	<b>Aut</b>	<b>Past and Present</b>	√	A local history study - a study over time tracing how several aspects of national history are reflected in the locality	<i>Is Durham more than just a cathedral city?</i>	The final local history unit which draw upon both previous units to two aspects of historical interest from all eras and the main thread of links to the Northern Saints together. This unit is studied along with a geographical local history unit allowing for transference of substantive knowledge and application when looking at old maps etc.	Main events Location Society Beliefs Artefacts Culture and Pastimes Conflict		
			<b>Black History</b>		The lives of significant individuals in the past who have contributed to national achievements A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<i>How did the arrival of the Empire Windrush change the way Black people were treated in Britain?</i>  <i>How far has life improved for Black people living in Britain in the last 60 years?</i>	Unassessed yearly revisited area of learning to allow for development of perspectives as mature. Current national and international significance. Important to address diversity and stereotypical attitudes and beliefs. Progression from individuals to considering groups of people.	Main events Society Artefacts Location Beliefs	inequality discrimination race	

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					– Black British History				
		<b>Spr</b>	<b>Lands and Landscapes</b>	√	A non-European society that provides contrasts with British history – early Islamic civilization	<i>The Middle Ages; a dark age or a golden age?</i>	Early Islamic civilisation was selected as the non-European society to develop a broader view of world history and to give an effective comparison to British life in the Middle ages. This unit runs alongside the study of Islam in RE and provides opportunities to address prejudice, misconception and diversity.	Main events Settlement Culture and Pastimes Location Beliefs	influential renowned tolerance translate caliphate research missionary population prosperity irrigation Silk Roads prosperous depicted arabesque
		<b>Sum</b>	<b>Groovy Greeks</b>	√	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<i>Ancient Greek achievements are overrated and the Greek people were no different to other people.</i>	Drawing on skills of analysing achievement, legacy and impact from previous units - Anglo-Saxons, Romans, Victorians children are able to build a picture of life in ancient Greece and make links to the western world today.	Main events Culture and Pastimes Artefacts Society Settlements	democracy citizens philosophy historical sources generation demigods techniques amphoras lekythos literature architects friezes acoustics engineering democratic characteristic feature inherited Hellenisation

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