



Northwick Park Academy Trust
Subject Overview with National Curriculum Objectives

History



EYFS areas	EYFS Early Learning Goals	Skills (see attached progression ladders)	Vocabulary
<p>The world</p> <p>Expressive art and design</p> <p>Literacy</p> <p>Communication and language</p> <p>Maths</p>	<p>Begin to make sense of their own life-story and family's history</p> <p>Comments on images of familiar situations in the past.</p> <p>Compares and contrasts characters from stories, including figures from the past.</p> <p>Talks about the lives of people around them and their roles in society.</p> <p>Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understands the past through settings, characters and events encountered in</p>	<p>Pupils can comment on the past (features, events, people and themes).</p> <p>Make observations and explain why some things occur and talk about changes.</p> <p>Know and discuss events have happened previously in their own memories.</p> <p>Ask about the past and find out the answers.</p> <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> ● Discussions ● Drawing pictures ● Drama/role play ● Making models ● Writing ● Using ICT 	<p>Old</p> <p>New</p> <p>Past</p> <p>Family Tree</p> <p>Long ago</p> <p>Today</p> <p>Yesterday</p> <p>Tomorrow</p> <p>Memory</p> <p>Remember</p> <p>Week</p> <p>Calendar</p>

		books read in class and storytelling.	Remember and compare stories.		
Y1	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Celebrating Me 1.1 1.2	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Compare adults talking about the past – how reliable are their memories?	Years Difference Photograph Object Timeline Inventions Decade Modern Century Materials Opinion Similar Mechanical Wooden Plastic	Old New Past Family Tree Memory Remember
A2	I need a hero. 1.3 1.4 1.6 1.7	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	Recognise the difference between past and present in their own and others' lives.	Nursed War Supplies Crimea Scutari Government British Hotel Herbal Remedies Cholera Poverty Wash house	Years Difference Photograph Object Timeline Inventions Decade Modern Century

Sp1	Polar Explorers 1.3 1.4 1.6 1.7	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	Find answers to simple questions about the past from sources of information e.g. artefacts. Recognise why people did things, why events happened and what happened as a result.	Explorer Adventure Map Compass Antarctic Expedition Discovery	
Sp2	Islands 1.3 1.4 1.6 1.7	Significant historical events, people and places in their own locality	Recognise the difference between past and present in their own and others' lives.	Island Treasure Pirates Captain Coasts Caves Beach Tide Sea/Ocean Flood	
S1	Mad about Mini-beasts	N/A	N/A	N/A	N/A
S2	Castles 1.3 1.4 1.6 1.7	Significant historical events, people and places in their own locality	Use stories to encourage children to distinguish between fact and fiction. They know and recount episodes from stories about the past.	Castles Shield Portcullis Banquet Jousting Knights Amour Moat Drawbridge Turret	Materials Map

Y2	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Lost in London. 2.1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Identify differences between ways of life at different times. Compare pictures or photographs of people or events in the past. Begin to discuss the reliability of photos/ accounts/stories.	London Paddinton Queen Tower Bridge Big Ben Parliament Dungeons Gallery Union Flag Thames Historian	Century
A2	The Bakery. 2.2 2.3 2.4 2.5 2.6 2.7	Events beyond living memory that are significant nationally or globally	Pupils develop their chronology by using terms concerned with the passing of time by placing events and object in order and by recognising that their own lives are different from the lives of people in the past. Recognise why people did things, why events happened and what happened as a result. Compare 2 versions of a past event. Use a range of sources to find out about a period.	17th Century London Pudding Lane St Pauls Cathedral Diary Britain Capital city Bakery Architect Monument Lord Mayor Sir Christopher Wren	London River Thames
Sp1	Australia	N/A	N/A	N/A	N/A

Sp2	Shooting for the stars 2.7	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	Use sources to answer questions about the past on the basis of simple observations.	Space Neil Armstrong Moon Stars Planets Planetarium Rockets Orbit	
S1	Let's get muddy.	N/A	N/A	N/A	N/A
S2	How does your garden grow?	N/A	N/A	N/A	N/A

Y3	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Extreme Earth 3.1 3.2	A local history study (Canvey floods)	Compare with our life today. Identify reasons for and results of people's actions.	Ice Age Volcano Dante's Peak Twister/Hurricane Earthquake Pompeii Eruption Tectonic	Coasts Caves Beach Tide Sea/Ocean Flood

				Equator	
A2	Poles Apart	N/A	N/A	N/A	N/A
Sp1	The Land Before Time 3.1 3.2	Changes in Britain from the Stone Age to the Iron Age	<p>Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Begin to evaluate sources and consider their purpose and value.</p> <p>Use a range of sources to find out about a period.</p>	<p>Sources</p> <p>Primary</p> <p>Secondary</p> <p>Chronological</p> <p>Stone age</p> <p>Iron Age</p> <p>Period</p> <p>Settlements</p> <p>Invaders/Invasion</p> <p>Conquered</p> <p>Archaeologist</p> <p>Excavate</p>	War
Sp2	Savages and Settlements. 3.1 3.2	Changes in Britain from the Stone Age to the Iron Age	<p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p>	<p>Nomad</p> <p>Revolt</p> <p>Kingdoms</p> <p>Legacy</p>	<p>Stone age</p> <p>Iron Age</p> <p>Period</p> <p>Settlements</p> <p>Invaders /Invasion</p> <p>Conquered</p> <p>Archaeologist</p> <p>Excavate</p>

			<p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc.</p> <p>Observe small details – artefacts, pictures.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Identify key features and events of time studied.</p>		
S1	Sunrise on the Thames	N/A	N/A	N/A	N/A

S2	Sunny Southend - Life by the Sea Local History and knowledge Local land use	A local history study 3.1 3.2	Select and record information relevant to the study. Begin to use the library and internet for research.	Pier Kursaal Promenade Tourism Fishing Resort Cliffs	
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Y4	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Deep in the rainforest.	N/A	N/A	N/A	N/A
A2	Carnival!	N/A	N/A	N/A	N/A
Sp1	Ingenious Inventors 4.2 4.3	The Roman Empire and its impact on Britain.	Understand more complex terms e.g. BC/AD.	Centurion Emperor Aqueduct Gladiator Londinium Britannia	

			<p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Give some reasons for and results of the main events and changes.</p> <p>Offer a reasonable explanation for some events.</p> <p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>Use evidence to build up a picture of a past event.</p>	<p>Romanisation Senate Roman baths Amphitheatre Hadrian's Wall Colosseum Fortress Mosaic</p>	
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			<p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>		
Sp2	<p>Ingenious Inventors/ Timeline travel week 4.1 4.4 4.5</p>	<p>The Roman Empire and its impact on Britain (continued).</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p>Place events from period studied on time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p> <p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Give some reasons for and results of the main events and changes.</p>	<p>Sutton Hoo Shires Wessex Migration Millenium Dark Ages Consequences</p>	

			<p>Offer a reasonable explanation for some events</p> <p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p> <p>Compare an aspect of life with the same aspect in another period.</p>		
S1	Living Things	N/A	N/A	N/A	N/A

S2	From Farm to Fork	N/A	N/A	N/A	N/A

Y5	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Ancient Egypt 5.1 5.2 5.4 5.5 5.7 5.8	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	Continue to make connections, contrasts and trends over time and develop the appropriate use of historical terms. Study different aspects of different people - differences between men and women. Compare an aspect of life with the same aspect in another period.	Sarcophagus Mummy Papyrus Scarab Myths/ Legends Pharaoh Tomb Pyramid Hieroglyphs Scribe	
A2	Vikings 5.4 5.5 5.6 5.8	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Continue to develop a chronologically secure understanding of British, local and world history. Continue to make connections, contrasts and trends over time	Norse Raids Vicious Longhouse Berserkers Longship Odin Scandinavia	

			<p>and develop the appropriate use of historical terms.</p> <p>Study different aspects of different people - differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Use text books and historical knowledge.</p> <p>Select relevant sections of information.</p>	<p>Danelaw Jorvik</p>	
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			Use the library and internet for research with increasing confidence.		
Sp1	Brilliant Britain	NA	NA	NA	NA
Sp2	Innovative Inventions	NA	NA	NA	NA
S1	Amazing Africa 5.3 5.4 5.8	A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.	<p>Continue to make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Compare life in early and late 'times' studied.</p> <p>Use text books and historical knowledge.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone</p>	<p>Benin Africa Animist Ogiso Guild Brass Elders Dynasty Yam Cowie Shell Oracle Sacrifice Ivory Edo Ife Slave Trade Igodomigodo Merchant</p>	

			shares the same views and feelings.		
S2	Eco Warriors	N/A	N/A	N/A	N/A

Y6	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1 A2 Sp1	The Battle of Britain 6.1 6.2 6.3 6.4 6.5	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (significant turning point in British history the Battle of Britain).	Continue to develop a chronologically secure understanding of British, local and world history. Continue to make connections, contrasts and trends over time and develop the appropriate use of historical terms. An extended study of an aspect or theme of British history that extends pupils' chronologically knowledge beyond 1066.	Nazi Axis Allies Evacuation Evacuee BlitzKrieg Holocaust Luftwaffe Refugees Kindertransport Blackout Bombs Anderson-Shelter Morrison- Shelter Underground VE day	War

			<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Know key dates, characters and events of time studied.</p> <p>Pupils examine and explain the reasons for and the results of events and changes.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p> <p>Recognise primary and secondary sources.</p>	<p>D-Day Channel Islands Rationing Home Front Atomic bomb Pearl Harbour</p>	
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			<p>Use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Understand and explain the chronology of the British history they have learnt so far.</p> <p>Understand and use primary and secondary sources and know that different sources can be biased and present different sides and opinions to a historical event or historical figure.</p>		
Sp2 S1	Magical Beginnings	N/A	N/A	N/A	N/A
S2	<p>Ancient Greece</p> <p>6.6 6.7 6.8</p>	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p>Continue to develop a chronologically secure understanding of British, local and world history.</p> <p>Continue to make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Philosophy</p> <p>Athenians</p> <p>Spartans</p> <p>Democracy</p> <p>Olympics plague</p> <p>Truce</p> <p>Zeus</p> <p>Loincloth</p> <p>Apollo</p> <p>Sacred</p> <p>Truce</p> <p>Temple</p>	

			<p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Confidently use the library and internet for research.</p> <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Understand and explain that people's lives have changed over time.</p> <p>Understand and use terms such as 'empire', 'civilisation' and 'parliament'.</p> <p>Begin to question historical events and form their own conclusions about what happened.</p>		
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Communication Skills Throughout KS1	Communication Skills Throughout KS2
<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> ● Discussions ● Drawing pictures ● Drama/role play ● Making models ● Writing ● Using ICT 	<p>Begin to produce structured work making appropriate use of dates and terms.</p> <p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding.</p> <p>Recall, select and organise historical information to produce structured work, making appropriate use of dates and terms.</p> <p>Communicate their knowledge and understanding.</p>