

## Villa Real School History Overview 2024-2028

### **EYFS Framework Requirements: Explore 'Understanding the World'**

#### **Suggested activities include:**

##### **a) Talk about members of their immediate family and community**

During dedicated talk time, listen to what children say about their family; share information about your own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.

##### **b) Name and describe people who are familiar to them**

Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.

##### **c) Comment on images of familiar situations in the past**

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

##### **d) Compare and contrast characters from stories including figures from the past**

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.

## Key Stage 1 - History 4 Year Overview

The key stage 1 overview builds on the prior learning and experiences by pupils in EYFS. The areas of learning explored in EYFS which prepare pupils for key stage 1 teaching and learning of history are;

- Understanding the World
- Early reading
- Early writing

See VRS History Bridging EYFS to KS1 document (appendix 1)

The Key Stage 1 long term plan has been designed to allow pupils to build an awareness of changes within their own lives before moving on to develop a greater awareness of how past events and people have impacted on the world we live in today. Each term ensures pupils develop chronological awareness appropriate to their age and ability by beginning with a focus on life within living memory before delving further into the past as the year progresses. There is a particular emphasis on the use of artefacts and, where appropriate, visual representations of the past alongside the use of the historic environment to ensure and assure progression of historical skills and understanding for all pupils. The plan provides opportunity for pupils to study the great diversity of experiences of peoples in the past.

	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
<b>Term 1</b> <b>Changes within living memory</b>	<b>Intro – My life/ An adult's life using lens of toys and games</b>  <b>Focus: change over time, similarities and differences</b> <b>Using primary resources and artefacts</b>	<b>My life/ An adult's life using the lens of transport</b>  <b>Focus: change over time, similarities and differences</b> <b>Using artefacts and primary resources</b>	<b>My life/ An adult's life using lens of work over time</b>  <b>Focus: change over time, similarities and differences</b> <b>Using primary resources and artefacts</b>	<b>Intro – My life/An adult's life using the lens of holidays</b>  <b>Focus: change over time, similarities and differences</b> <b>Using primary resources and artefacts</b>
<b>Term 2</b> <b>Significant people and events in the past</b>	<b>How did Rosa Parks help change the world?</b>  <b>Focus: significance, change, primary sources, photographs</b>	<b>Shackleton's Amazing Journey</b>	<b>Why do we remember Florence Nightingale?</b>  <b>Focus: significance, chronology, work</b>	<b>Why do we remember Amelia, Bessie, Orville and Wilbur? (pioneers of flight)</b>  <b>Focus: chronology, technology, change</b>

		<b>Focus: significance, geographical awareness, primary sources</b>		
<b>Term 3</b> Significant historical events, people and places in their own locality	<b>Durham Cathedral</b>  Focus: historical significance and use of historic environment	<b>George Stephenson and locomotion</b>  Focus: historical significance and use of historic environment	<b>Beamish – mines, farms, stores</b>  Focus: historical significance and use of historic environment	<b>Souter Lighthouse</b>  Focus: historical significance and use of historic environment

### Key Stage 2 – History 4 Year Overview

Key stage 2 long term plan focuses on further developing skills and knowledge from previous key stage. The topics chosen have clear links to the key stage 1 long term plan allowing the opportunity to build on prior learning ensuring a progressive curriculum. Pupils will revisit key language and concepts throughout the years to strengthen recall and support memory. Each area of learning is posed as a key questions placing a particular emphasis on developing critical thinking skills. To ensure pupils build a strong and clear chronology of Britain and the wider world, pupils learn about an aspect of the distant past, and as the year progresses, they move into more recent events of history. A key focus is around historical enquiry and using sources of evidence to find out about the past. In key stage 2 we continue to develop a strong understanding of the diversity of experiences in the past. The plan ensures that pupils gain the knowledge and understanding required to prepare them for the next stage of their learning.

	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
<b>Term 1</b>  Distant times and distant places	<b>What was life like for the first people of Britain?</b>  Focus: chronology, daily life, artefacts, geographical awareness	<b>What can we discover about Ancient Egypt and its Pharaohs?</b>  Focus: chronology, enquiry, use of primary sources, vocabulary, significant features and leaders	<b>How did the Ancient Greeks change the world?</b>  Focus: chronology, change, consequences, buildings, ideas and legacy	<b>Who was making History around the world in the year 1000?</b>  Focus: chronology, key features of a society, leaders, using primary sources

<p><b>Term 2</b></p> <p><b>British History with a local lens</b></p>	<p><b>How did the arrival of the Romans change Britain?</b></p> <p>Focus: chronology, change, continuity, technology, legacy, local links</p>	<p><b>Who were the Anglo-Saxons and how do we know what was important to them?</b></p> <p>Focus: chronology, belief, artefacts and simple printed primary sources, local links</p>	<p><b>Why did the Vikings come to Britain?</b></p> <p>Focus: chronology, causation, migration, geographical awareness, primary sources</p>	<p><b>Why were Durham's mines so important?</b></p> <p>Focus: significance, local links, technology and economy</p>
<p><b>Term 3</b></p> <p><b>Britain and the World (since 1066)</b></p>	<p><b>What did it take to be a great explorer?</b></p> <p>Focus: chronology, key features and significance</p>	<p><b>How has having fun changed over time?</b></p> <p>Focus: chronology, change over time, social history, similarities/differences, primary sources</p>	<p><b>Who was the greatest history maker?</b></p> <p>Focus: chronology, leaders, significance, consequences, primary sources, enquiry</p>	<p><b>What was the greatest invention since 1066?</b></p> <p>Focus: chronology, significance, technology and economy, change, legacy</p>

### Key Stage 3 – History 4 Year Overview

Key stage 3 long term plan focuses on further developing skills and knowledge from previous key stages. The topics chosen have clear links to the key stage 1 and 2 long term plans allowing the opportunity to build on prior learning ensuring a progressive curriculum. Pupils will revisit key language and concepts throughout the years to strengthen recall and support memory. The long term plan ensures that students recall and build on the clear chronology of Britain and the wider world that they have developed in previous key stages. A key focus is around how events and significant individuals in the past have influenced modern society, economy and industry. In key stage 3 the curriculum contributes significantly to pupils developing an awareness of the diversity of human experience. We have ensured that the long term plan includes the stories, contributions and voices of many different groups and inspiring individuals. The plan ensures that pupils gain the knowledge and understanding required to prepare them for the next stage of their learning.

		<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>
<b>Term 1</b>	<b>Autumn 1</b>	<p><b>The Norman Conquest</b></p> <p>Focus: chronology, significance, change, leaders, artefacts and simple printed sources</p>	<p><b>Why do people argue about the Crusades?</b></p> <p>Focus: chronology, key features of period, beliefs, differing experiences, diversity, warfare</p>	<p><b>Elizabeth I (The New World)</b></p> <p>Focus: chronology, significance, exploration, legacy</p>	<p><b>Everyday life in Tudor and Stuart times (Henry VIII trumpeter, John Blank)</b></p> <p>Focus: chronology, key features of period, diversity, beliefs, causes and consequences</p>
	<b>Autumn 2</b>	<p><b>Everyday life in the Middle Ages</b></p> <p>Focus: chronology, differing experiences, key features of period, similarity and difference (rich and poor), economy</p>	<p><b>Why was the Black Death such a disaster?</b></p> <p>Focus: chronology, health and medicine, causes and consequences</p>	<p><b>The Armada</b></p> <p>Focus: chronology, causation, maritime warfare, leaders, primary sources</p>	<p><b>The Gunpowder Plot</b></p> <p>Focus: chronology, causes and consequences, politics, beliefs, primary sources</p>
<b>Term 2</b>	<b>Spring 1</b>	<p><b>Industrial Revolution (British Empire – goods from overseas)</b></p> <p>Focus: chronology, economy, change,</p>	<p><b>Working and voting: How did life change for women?</b></p> <p>Focus: chronology, key features, life for women, work, political rights, legacy,</p>	<p><b>What happened when Britain explored the World?</b></p> <p>Focus: chronology, exploration, change over time, differing experiences,</p>	<p><b>World War II</b></p> <p>Focus: chronology, key features, use of historic environment, technology,</p>

<b>Britain since 1700 with local history</b>		technology, primary sources and photographs	photographs and simple written sources	significance, geographical awareness	warfare, primary sources and photographs
	Spring 2	<p><b>Local History: Agriculture to Industry in overview</b></p> <p>Focus: chronology, change, economy, technology, legacy, local links</p>	<p><b>Local History: What was life like at home in 1900s?</b></p> <p>Focus: chronology, use of historic environment, technology, primary sources, similarity and difference (rich and poor)</p>	<p><b>Local History: Local explorers – James Cook</b></p> <p>Focus: exploration, discovery, significance, use of old maps and primary sources, legacy, technology, local links</p>	<p><b>Local History: Life on the Home Front in WWII</b></p> <p>Focus: chronology, differing experiences, use of historic environment, primary sources, local links, daily life</p>
<b>Term 3 World History with local study</b>	Summer 1	<p><b>A changing world: major events of the 20<sup>th</sup> century (India leaving empire)</b></p> <p>Focus: clear chronological overview, different types of events</p>	<p><b>How did health and medicine change in the 20<sup>th</sup> century?</b></p> <p>(vaccines, x-rays, transplants, public health, reproduction, cancer treatments)</p> <p>Focus: chronology, health and medicine, technology, cause and effect, significant people</p>	<p><b>Whatever happened to Britain's empire?</b></p> <p>Focus: chronology, causation, change, significance, consequences, primary sources</p>	<p><b>The Holocaust</b></p> <p>Focus: chronology, cause and effect, significant people, beliefs, primary sources, legacy</p>
	Summer 2	<p><b>Story of the Tyne – change over time</b></p> <p>Focus: chronology, change, use of old photographs and maps, economy and industry</p>	<p><b>West Stanley Mining Disaster</b></p> <p><b>St Andrews Church – memorial</b></p> <p>Focus: chronology, causation and consequence, use of old</p>	<p><b>One region, Many Histories (black soldiers on Hadrian's wall, Irish immigration 19<sup>th</sup> century, Jewish community)</b></p>	<p><b>The Great Fire of Newcastle and Gateshead</b></p> <p>Focus: chronology, cause and effect, use of old photographs and maps, economy and industry</p>

			photographs and written sources	Focus: chronology, diversity, economy and industry, differing experiences, local links	
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### **History at Key Stage 4 and 5 '14 – 19' Provision**

Students will work on a curriculum devised by the 14 – 19 Coordinator taking into account external accreditations and qualifications where possible. These may include:

Transition Challenge - Introduction and Progression

Personal Development Programme - The Wider World

NOCN - Entry Level Award