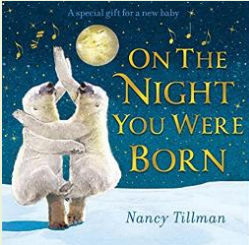

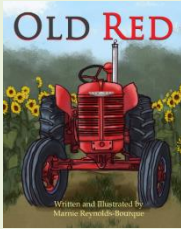




Framwellgate Moor Primary School History Curriculum



Year	Autumn	Spring	Summer
Twos	<p>Explore and experience the concept of age. Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Using Sources as Evidence.</p> <p>Substantive Themes: Society, Beliefs. Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p> <p>Focus – Recognise images of themselves now and in the past. Begin to recognise key family members in images. Talk about people who are familiar to them retelling simple events from their past.</p> <p>Texts -</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Experience objects from different time periods. Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Significance and Interpretation, Using Sources as Evidence.</p> <p>Substantive themes: Society/beliefs Development Matters – Knowledge and Understanding of the world Focus – Begin to use temporal language, describing everyday objects and when they are used such as past/present. Begin to understand some events have already happened and some events are coming.</p> <p>Cross-Curricular Links: PSED, Number Suggested Texts -</p>	<p>Develop an understanding of time vocabulary Experience vocabulary related to time – Old, New, Young, Baby, Adult. Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Using Sources as Evidence. Substantive Themes: Society, Beliefs. Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p> <p>Focus – Establishing an understanding of old and new, recognising that all things get old. Investigate how things get old. Begin to build an awareness of cause and effect.</p> <p>Suggested Texts -</p> 	<p>I have my own experiences of Old and New Where have I been and when did I go? Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Using Sources as Evidence.</p> <p>Substantive Themes: Society, Beliefs, Travel/Transport. Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p> <p>Focus – Explore their local environment and begin to talk about where they have been and when they went. Acknowledge that things may be/look different at times of the day. Create links between events and times of the day.</p> <p>Suggested Texts -</p>
	<p>How have I changed since I was born? Myself past and present - Personal History</p>	<p>What were my toys like in the past? How have my toys changed? Have you seen my toy?</p>	<p>When did I wear that? What was I doing? Why was I wearing that?</p>

Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Significance and Interpretation, Using Sources as Evidence.

Substantive themes: Society, Beliefs, Diversity.

Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World

Focus – Look closely at photographs of themselves at different ages. Identify simple differences between the two. Discuss the changes they can see and begin to reference what they were like in the past. Begin to recognise this as a process over time.

Suggested Texts -



Experience celebrations

Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Significance and Interpretation,

Substantive themes: Diversity

Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World

Focus – Recognise and sequence a small number of familiar events within their day. Recognise that some days are different and are looked forward too and relate these to the idea of the passing of time. Begin to explore annual events such as birthdays.

Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Significance and Interpretation, Using Sources as Evidence.

Substantive themes: Society, Beliefs, Leisure, Technology.

Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World

Focus – Talk about toys we like and why we get new toys. Begin to think about what happens to old toys. Do they look the same when they get old. Can they match the same toy from the past and present. Identify older toys and compare changes/differences from their toys now.

Suggested Texts:



Disciplinary Concepts: Continuity and Change, Cause and Effect, Significance and Interpretation, .



Substantive themes: Society, Beliefs, Diversity.

Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World

Focus – Comment on obvious changes in their own lives. Begin to relate photographs to periods of time and the passing of time. Recognise special events and recall when they were celebrated and sequence accordingly.

Suggested Texts -



	<p>Cross-Curricular Links: PSED, Number, CLL</p> <p>Texts -</p> 		
<p>Reception</p>	<p>Me and My Family. Who am I? Who am I related too? What memories do we share? How have we change? Why do we celebrate certain events?</p> <p>Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Significance and Interpretation,</p> <p>Substantive Themes: Society/beliefs, Diversity</p> <p>Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p> <p>Focus - Talk about their immediate family and the roles people have. Recall special times and relate their roles to age. Talk about age and the things they need. use language such as past, present and future to discuss when things are needed. Compare to a famous family in history using same, similar, different.</p> <p>Suggested Texts -</p>	<p>My place in the world. Where do I live? Where do I visit? Has it always looked this way?</p> <p>Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Using Sources as Evidence.</p> <p>Substantive Themes: Settlements, Travel and Transport</p> <p>Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p> <p>Focus – Discuss what they know about where they live. What are the villages, homes, shops like. Have they always looked like that/been there? What did Framwellgate Moor look like in the past? Draw comparisons between the same place then and now.</p> <p>Suggested Texts -</p> 	<p>Houses and homes. What is my home like? Is it different from my Neighbours? What were my family's homes like? How are they the same, similar, different?</p> <p>Disciplinary Concepts: Continuity and Change, Similarities and Differences, Using Sources as Evidence.</p> <p>Substantive Themes: Settlements, Society/Beliefs, Migration and Diversity/ Invasion</p> <p>Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p> <p>Focus – What are their homes like? Who lives there? Are all houses the same. What do houses look like today and in the past? What is same, similar, different? How have household items changed since then?</p> <p>Suggested Texts -</p>



Why do we celebrate certain events?

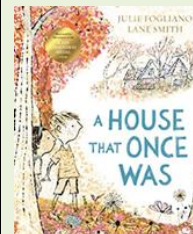
Disciplinary Concepts: Continuity and Change, Similarities and Differences, Significance and Interpretation, Using Sources as Evidence.

Substantive Themes: Society/beliefs, Settlements, Diversity, Power
Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World

Focus – Discuss a famous event in history (Bonfire night). Talk about what Bonfire night is and the different ways it is celebrated. Symbol of a true story that happened in Britain, a long time ago. Compare the events in the past and the events now.

Cross-Curricular Links:
 PSED, Number, CLL

Suggested Texts -



<p>Cycle A</p> <p>Year 1/2</p>	<p>What can I find out about my past and who was here before me?</p> <p>Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect, Using Sources as Evidence.</p> <p>Substantive Themes: Society</p> <p>NC ref: Changes within living memory.</p>	<p>What places, people and events are important in Durham?</p> <p>Disciplinary Concepts: Cause and Effect, Using Sources as Evidence.</p> <p>Substantive Themes: Settlement, Religion, Travel/Transport, Economy/Industry, Achievement.</p> <p>NC ref: Significant places, people and events in own locality.</p>	<p>How were the lives of Beatrix Potter and Floella Benjamin different?</p> <p>Disciplinary Concepts: Continuity and Change, Similarities and Differences, Cause and Effect.</p> <p>Substantive Themes: Migration, Diversity, Travel/Transport, Society, Achievement.</p> <p>NC ref: Lives of significant people who have contributed to national and international achievements. Used to compare aspects of life.</p>
<p>Cycle B</p> <p>Year 1/2</p>	<p>How have homes, shops and other buildings in Framwellgate Moor changed?</p> <p>Disciplinary Concepts: Continuity and Change, Similarities and Differences, Using Sources as Evidence.</p> <p>Substantive Themes: Settlement, Housing, Trade, Economy/Industry, Technology.</p> <p>NC Ref: Changes within living memory - LOCALITY.</p>	<p>Did planes and trains shrink our world?</p> <p>Disciplinary Concepts: Cause and Effect, Continuity and Change, Using Sources as Evidence</p> <p>Substantive Themes: Achievement, Travel/Transport, Industry/Economy, Migration, Diversity, Technology, Leisure.</p> <p>NC ref: Events beyond living memory that are significant nationally or globally.</p>	<p>How have holidays changed?</p> <p>Disciplinary Concepts: Continuity and Change, Similarities and Differences, Using Sources as Evidence.</p> <p>Substantive Themes: Travel/Transport, Society, Leisure.</p> <p>NC ref: Changes within living memory (change in national life) Events beyond living memory that are significant nationally or globally</p>
<p>Cycle A</p> <p>Year 3/4</p>	<p>Did the Ancient Egyptians only build pyramids? (Begins with overview of earliest civilisations)</p> <p>Disciplinary Concepts: Similarity and Difference, Cause and Effect, Significance and Interpretation, Sources as Evidence.</p> <p>Substantive Themes: Civilisation, Settlement, Rivers (importance to first settlements), Achievement, Trade, Technology, Society, Beliefs.</p> <p>NC ref: Achievements of earliest civilisations - Ancient Egypt.</p>		<p>Are Ancient Greek achievements impressive or overrated?</p> <p>Disciplinary Concepts: Cause and Effect, Significance and Interpretation, Continuity and Change.</p> <p>Substantive Themes: Settlement, Civilisation, Achievement., Technology Society, Beliefs, Diversity, Trade.</p> <p>NC Ref: Ancient Greece; achievements and influence.</p>

<p>Cycle B</p> <p>3/4</p>	<p>Nothing really changed from the Stone Age to the Iron Age in Britain, did it? (Autumn)</p> <p>Disciplinary Concepts: Continuity and Change, Similarity and Difference, Cause and Effect, Significance and Interpretation, Sources as Evidence.</p> <p>Substantive Themes Settlement, Rivers (importance to first settlements), Achievement, Technology, Migration, Society, Beliefs, Housing, Trade.</p> <p>NC ref: Changes in Britain Stone Age to Iron Age</p>	<p>The Roman Empire didn't really have that much impact on Britain, did it? (Spring and Summer)</p> <p>Disciplinary Concepts: Cause and Effect. Significant and Interpretation, Continuity and Change, Similarity and Difference, Sources as Evidence, Cause and Effect.</p> <p>Substantive Themes: Empire, Invasion, Achievement, Technology Migration, Diversity, Society, Beliefs, Religion, Housing, Trade.</p> <p>NC ref: The Roman Empire and its impact on Britain</p>	
<p>Cycle A</p> <p>Year 5/6</p>	<p>Did Britain benefit from the settlement of the Anglo-Saxons and Scots more than the Romans?</p> <p>Disciplinary Concepts: Cause and Consequence, Significance and Interpretation, Using Sources as evidence</p> <p>Substantive Themes: Empire, Invasion, Achievement, Migration, Diversity, Society, Beliefs, Religion, Housing, Trade.</p> <p>NC ref: Britain's settlement by the Anglo Saxons and Scots</p> <p>Did the Anglo-Saxon and Viking struggle for the Kingdom of England lead to anything positive?</p> <p>Disciplinary Concepts: Cause and Consequence, Significance and Interpretation, Using Sources as evidence.</p> <p>Substantive Themes: Empire, Invasion, Achievement, Migration, Diversity, Society, Beliefs, Religion, Housing, Trade.</p> <p>NC Ref: The Viking and Anglo-Saxon struggle for England to 1066.</p>	<p>How similar was Britain in 900AD and the Early Islamic Civilization?</p> <p>Disciplinary Concepts: Continuity and Change, Similarity and Difference, Using Sources as Evidence, Significance and Interpretation.</p> <p>Substantive themes: Settlement, Civilisation, Achievement., Society, Beliefs, Diversity, Trade.</p> <p>NC ref: Non-European society that provides contrast to British history</p>	<p>Geography Term</p>
<p>Cycle B</p> <p>Year 5/6</p>	<p>What's in a name? WW1 Memorials</p> <p>Disciplinary Concepts: Cause and Consequence, Significance and Interpretation, Using Sources as evidence</p> <p>Substantive Themes: Invasion, Migration, Diversity, Society, Religion. Economy/Industry.</p> <p>NC Ref: Local History Study</p>	<p>How has migration in Britain changed over time?</p> <p>Disciplinary Concepts: Continuity and Change, Similarity and Difference, Cause and Consequence</p> <p>Substantive Themes: Settlement, Migration, Diversity, Travel/Transport, Society, Beliefs, Housing.</p> <p>NC ref: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Was coal mining a disaster in County Durham?</p> <p>Disciplinary Concepts: Continuity and Change, Similarity and Difference, Using Sources as Evidence, Significance and Interpretation</p> <p>Substantive Themes: Economy/Industry, Society, Beliefs, Settlement, Housing, Travel/Transport.</p> <p>NC ref: Local History Study: An aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>

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RC January 2024