



Learn Enjoy Succeed Together

# DINNINGTON FIRST SCHOOL HISTORY CURRICULUM

## Curriculum Intent

Our bespoke History curriculum meets the requirements of the National Curriculum and is designed to ensure all learners succeed. We aim to create a curriculum that sparks curiosity, provokes questions, and inspires intrigue, making history both fun and engaging.

The curriculum is carefully sequenced to develop a strong sense of chronology, covering local history and where we live, as well as broadening to knowledge of the history of Britain and significant global events. Skills and knowledge are mapped to provide clear progression and appropriate challenge, with purposeful cross-curricular links to deepen understanding.

We celebrate gender and cultural diversity, ensuring pupils learn about the contributions of people from a wide range of backgrounds. Visits and visitors play an integral role in bringing the past to life, helping pupils understand how historical events have shaped the world we live in today.

Our curriculum equips pupils with essential historical knowledge and enquiry skills, enabling them to think critically, evaluate evidence, and understand cause and consequence—skills that will help them thrive in later life.

Topic Title      Concept      Skills

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Nursery	<p><b>Our Day:</b> Develop an understanding of time and chronology by looking at the timeline of a day.</p> <p>(Sequence Events Chronologically / Identify Change / Use Historical Vocabulary Correctly)</p>	<p><b>My Family:</b> Develop an understanding of past and present through the topic of My Family considering parent and grandparents.</p> <p>(Events beyond living memory - Family study) (Sequence Events Chronologically / Identify Change / Use Historical Vocabulary Correctly)</p>	<p><b>Significant People - Coasts :</b> Pupils will learn about roles of 'significant' people including Fishermen, Lighthouse keeper, Lifeguard.</p> <p>(Significant People) ( Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / )</p>	<p><b>Memories:</b> Pupils develop an understanding of past and present through discussions about their memories.</p> <p>(Sequence Events Chronologically / Identify Change / Use Historical Vocabulary Correctly)</p>	<p>Continue to develop an understanding of time and chronology by using 'First, next, before, a long time ago'</p> <p>(Sequence Events Chronologically / Identify Change / Use Historical Vocabulary Correctly)</p>	<p><b>Change: Pupils develop their understanding of change over time through discussions linked to family, the school grounds and our village.</b></p> <p>(Sequence Events Chronologically / Identify Change / Use Historical Vocabulary Correctly)</p>
Reception	<p><b>When does that happen?:</b> Pupils learn about and use the terms past present and future while discussing growing up. Baby photos are used as a stimulus.</p> <p>(Events beyond living memory / Changes within living memory) (Sequence Events Chronologically / Identify Change / Use Historical Vocabulary Correctly)</p>	<p><b>Dinosaurs :</b> Pupils look at chronology of known events to place the Dinosaurs in time. Pupils learn about extinction and recognise how we find out about the past.</p> <p>(Events beyond living memory - Dinosaur study) (Sequence Events Chronologically / Identify Change / Use Historical Vocabulary Correctly)</p>	<p><b>Animals of the past:</b> Pupils look at the works of Charles Darwin to find out about Animals of the past – the dodo.</p> <p>(Events beyond living memory - Animal study) (Sequence Events Chronologically / Identify Change / Use Historical Vocabulary Correctly)</p>	<p><b>Significant People :</b> Pupils will learn about 'significant' people in the community including police, firemen, doctors, farmers, shopkeepers and will understand the importance of their roles.</p> <p>(Significant People) ( Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / )</p>	<p><b>Old and new :</b> Pupils have a look at changes within living memory by looking at how Dinnington Village has changed. Focus: buildings – local church , old school and new houses, new school etc.</p> <p>(Changes within living memory – Invention &amp; Exploration) (Sequence Events Chronologically / Identify Change / Use Historical Vocabulary Correctly)</p>	<p><b>Consolidate and develop the understanding of past, present and Future through the life cycle of a plant.</b></p> <p>Past and Present Pupils will expand their understanding of Past and Present through</p>



Learn Enjoy Succeed Together

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Y1		<p><b>Space Race:</b> Pupils will learn about the space race, Neil Armstrong and Creola Katherine Johnson.</p> <p><b>(Changes within living memory- invention &amp; exploration - Significant Individuals)</b>            (Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Identify Change / Use Historical Vocabulary Correctly)</p>		<p><b>Toys:</b> Pupils will find out about toys from the past and compare them to toys today, suggesting reasons for the differences.</p> <p><b>(Changes within living memory – Invention &amp; Exploration)</b>            (Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly )</p>		<p><b>Transport:</b> Pupils will find out how land transportation has changed over time. They will find out about the contribution of George Stephenson.</p> <p><b>(Events beyond living memory – Invention &amp; Exploration - Significant Individuals / Local Study)</b>            (Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly )</p>
Y2		<p><b>Fire Fire!</b> Pupils learn about and compare the events of the Great Fire of London and the Fire of Gateshead. Pupils will comment on any lasting impact of these events.</p> <p><b>(Events beyond living memory - Disaster / Local Study)</b>            (Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly )</p>		<p><b>The Titanic:</b> Pupils will find out about the development of water transportation with a focus on the Titanic events.</p> <p><b>(Events beyond living memory- Disaster / Invention &amp; Exploration / Inequality)</b>            (Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Use Historical Vocabulary Correctly )</p>		<p><b>History Around Us:</b> Pupils will find out about the lives of significant local individuals : Grace Darling &amp; Emily Davison</p> <p><b>(Significant Individuals – Disaster - Inequality / Local Study)</b>            (Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly )</p>





Learn Enjoy Succeed Together

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Y3	<p><b>Long Long Ago:</b> Pupils will compare and contrast the time periods of the Stone Age to the Iron Age looking at how people lived and the changes to daily life.</p> <p><b>(British Pre History – Inventions &amp; Exploration)</b>  <b>(Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly )</b></p>		<p><b>Mining in the North East:</b> Learn about the growth of the North East mining industry and how its decline affected Newcastle and the surrounding area. Learn about the life of miners.</p> <p><b>(Events Post 1066 – Invention &amp; Exploration - Inequality / Local Study -)</b>  <b>(Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly )</b></p>		<p><b>Ancient Greeks:</b> Learn about life like in Ancient Greece: food &amp; culture , myths, gods and heroes, democracy, and the Olympics. Pupils will consider lasting effects from Ancient Greeks upon how we live today.</p> <p><b>(Ancient Civilisation / Empire – Invention &amp; Exploration)</b>  <b>(Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly )</b></p>	
Y4	<p><b>Roman Invasion &amp; Roman Britain:</b> Pupils learn about the Roman Invasion 43 -410 CE including Caesar's first invasion, the power of the Roman army and Boudicca's rebellion. Local history–Segedunum and Hadrian's Wall.</p> <p><b>(Roman Empire / Local Study / Empire – Invention &amp; Exploration – Invasion &amp; Conflict)</b>  <b>(Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly)</b></p>		<p><b>Victorian Britain :</b> Pupils learn about Queen Victoria, life in Victorian times for the wealthy and poor, major changes during the Victorian Era including education and work reforms</p> <p><b>(Events Post 1066 / Local Study / Empire – Invention &amp; Exploration - Inequality)</b>  <b>(Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly )</b></p>		<p><b>WWII</b> Pupils will learn about the chronology of WWII. They will learn what life was like on the home front: the Blitz, rationing, evacuees. Pupils will consider the lasting effects of WWII</p> <p><b>(Events Post 1066 / Empire – Invention &amp; Exploration – Invasion &amp; Conflict)</b>  <b>(Sequence Events Chronologically / Evaluate, Analyse &amp; Interpret Evidence / Construct Informed Responses / Identify Change / Use Historical Vocabulary Correctly )</b></p>	