



History Curriculum: Intent

To foster an enthusiasm and curiosity about the history of Britain and the wider world developing a secure sense of chronology and an understanding of how events and people through time have led to where we are in the present. To study a variety of significant historical figures and events that underpin the diversity of Britain and the wider world responding to this with compassion and critical thinking.



History Curriculum: Implementation and Impact

IMPLEMENTATION

The History curriculum is taught through specific Key Stage focuses based on the National Curriculum and through four key 'lenses' or 'golden threads' that run through the units of work. The substantive knowledge, the key skills and vocabulary are mapped out progressively from EYFS to Y6 and links are made to key English texts and other curricular subjects to help to develop retention, application and progression. This ensures that the focus is on the Historical skills and knowledge which can then be enhanced through curriculum links and application.

Key Features:

- Detailed substantive knowledge alongside specific vocabulary and skills mapping across all key stages that is progressive.
- Four 'lenses' or 'golden threads' give a clear focus to the knowledge and concepts taught. These being: Invasion and Empire, Religious and Political History, Legacy and Settlements and Social History.
- The curriculum is mapped out in distinct Historical eras and linked events from the past with a clear chronology through Key Stage 2.
- Over the academic year, there are three units taught in each year group (with 3 units across EYFS) which is the year's content.
- Wider curriculum links to deepen understanding and knowledge.
- The lessons are introduced and led by enquiry questions.
- High quality class texts have been mapped out to support the History curriculum.
- Main access to resources and schemes of work is through our school membership of the Historical Association, the use of BBC Teach online and units of work from Grammarsaurus.

IMPACT

Through the carefully thought out plan of content, the pupils will gain a secure historical knowledge using key skills and they will be able to make links between and across units of work. Pupils will record something key that they have learnt in each lesson independently or with support on a given recording sheet titled '**My knowledge...**' to evidence knowledge gained and to guide assessment.

A St. Mary's Historian has...

- An excellent knowledge and understanding of people, events and contexts from a range of historical eras.
- The ability to think critically about history and to communicate ideas confidently.
- The ability to think, reflect, debate, discuss and evaluate the past, asking and refining questions and enquiries.
- A passion for history that develops their sense of curiosity about the past and their understanding of how and why people interpret the past differently.
- A respect for historical evidence and the ability to use this to support their explanations and judgements.

History progression of Units

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	<p>Family History</p> <p>Begin to look at; Lives of people around them and their roles in society.</p>	<p>Kingdoms-Kings and Queens</p> <p>Family History(consolidation from Nursery)</p> <p>Lives of people around them and their roles in society</p>	<p>Toys: past and present</p> <p>Castles and Kingdoms</p> <p>Intrepid explorers</p>	<p>Guy Fawkes and the Gunpowder Plot</p> <p>Florence Nightingale(compare to Edith Cavell)</p> <p>Brunel's Bridges</p>	<p>Prehistoric Britain</p> <p>Ancient Egypt</p> <p>Roman Empire and Rule</p>	<p>Roman Invasion of Britain</p> <p>Anglo Saxons and Vikings</p> <p>British History Heroes.</p>	<p>Monarchy and Power</p> <p>The Mayans</p> <p>The Reformation; religious divides</p>	<p>Conflicts and Empire</p> <p>Local Study: Industrial Revolution and the 'Birth of the Black Country'</p> <p>The Greeks; Legacy</p>
NC end of Key Stage attainment targets	<p>Understanding the world</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Can talk about the lives of people around them and their roles in society.</p> <p>Communication and language</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Understanding the world</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Can talk about the lives of people around them and their roles in society.</p> <p>Communication and language</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> ➤ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. ➤ Events beyond living memory that are significant nationally or globally. ➤ 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 ➤ Significant historical events, people and places in their own locality. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>To ensure progression when teaching the British, local and world history teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> ➤ changes in Britain from the Stone Age to the Iron Age ➤ about the Roman Empire and its impact on Britain ➤ Britain's settlement by Anglo-Saxons and Scots ➤ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ➤ local history events and significant people ➤ an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ➤ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ➤ Ancient Greece – a study of Greek life and achievements and their influence on the western world ➤ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 				

