



History at St Mary's – Curriculum Overview

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims - The national curriculum for History aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills Progression:

At St Mary's, key skills in History are grouped into four areas:

[See Skills Progression Grid EYFS – Year 6 for progression map of skills throughout the school]

- Chronology
- Interpretations of History
- Historical Enquiry
- Organisation and communication

'End of Year Expectation' sheets, displaying the key skills for that particular Year group, are present in children's Topic exercise books.

Teachers refer to these whilst planning lessons and they are used to assess children's progress in History at the end of each term.

Key Stage 1

SKILLS

Pupils will:

- develop an awareness of the past
- use common words and phrases relating to the passing of time
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions
- choose and use parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented

KNOWLEDGE

Pupils will be taught about:

- ♣ changes within living memory: Toys and Books

- ♣ events beyond living memory that are significant nationally – The Great Fire of London

- ♣ the lives of significant individuals in the past who have contributed to national and international achievements. (should be used to compare aspects of life in different periods):
 - Nurses: Mary Seacole and Florence Nightingale and Edith Cavell
 - Explorers: Christopher Columbus and Neil Armstrong

- ♣ significant historical events, people and places in our locality
 - Grace Darling
 - Great Fire of Gateshead

Key Stage 2

SKILLS

Pupils will:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history
- establish clear narratives within and across the periods they study
- note connections, contrasts and trends over time
- develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources

KNOWLEDGE

BRITISH HISTORY –

Changes in Britain from the Stone Age to the Iron Age –

- ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- ♣ Bronze Age religion, technology and travel, for example, Stonehenge
- ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain –

This could include:

- ♣ the Roman Empire by AD 42 and the power of its army
- ♣ successful invasion by Claudius and conquest, including Hadrian's Wall
- ♣ British resistance, for example, Boudica

Britain's settlement by Anglo-Saxons -

- ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor -

- ♣ Viking raids and invasion
- ♣ Danegeld
- ♣ Edward the Confessor and his death in 1066

A local history study –

- ♣ a study of an aspect of history from a period beyond 1066 that is significant in the locality: the expansion of the railways

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –

The Victorians

- ♣ Significant changes in aspect of social history: education, working conditions, public health, leisure and entertainment
- ♣ A significant turning point in British history: The Industrial Revolution

WORLD HISTORY

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study*:

- 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:

- Mayan civilization c. AD 900