St Mary's C of E Primary – Overview of the teaching and learning of History

Intent: Our history curriculum is designed to equip children with a chronological knowledge (illustrated through time lines) and understanding of local, national and global events. Furthermore, they will gain an understanding of the lives and experiences of different people in the context of broader historical narratives.

The 'Big Ideas': Throughout the history curriculum **chronology**, **equality** and **innovation** will be common areas of exploration, enabling children to further track change, as well as to ensure progression in the complexity of ideas being studied.

Implementation:

- A time line in each class will enable learners to chronologically place the historical period of study;
- Key vocabulary will be pre-taught, revisited and extended as children progress through the year groups;
- Children will be taught the skills of incisive questioning and enquiry;
- A range of stimuli and experiences will be used to support children in generating their own questions;
- Explicit links between children's own lives and the historical period studied will be made.

Impact: By the end of their time at St Mary's School, children will have accumulated knowledge to help them make sense of their world today and be aware of how people have shaped Britain and the wider world. They will also have developed their skills of analysis and enquiry to enable them to engage in further historical study at their next stage of education.

NOTES: In the grid below are listed possible resources to be used as stimuli, subject specific vocabulary to be introduced, tracking of 'Big Idea' exploration and a colour-coded highlight, to signal where children's learning may be enriched through one of three opportunities detailed below. Finally, some suggestions for final outcomes of 'Beautiful Work' for children to produce to celebrate and share their learning with an identified audience are included. Where appropriate learning objectives from the National Curriculum 2014 (NC) are referenced.

Personal Development (P)

Creative Activities (C)

Outdoor Learning (O)

Christian Values to be included

Year One

Autumn 1 How am I making history?	Spring 1 How have toys changed?	Summer 1 How have explorers changed the world?
Learn about changes within living memory. Looking at personal chronology. Finding out about the past within living memory. Looking at a simple timeline extending back to before they were born. **Starting stimulus:** **End product:**	*Learn about changes and events beyond living memory.* Sequence toys into a physical timeline. Investigate artefacts from the past and begin to pose questions. Learn how teddy bears have changed. What might toys be like in the future? **Starting stimulus:** **End product:**	*Finding out about events and people beyond living memory.* Focus on explorers and what makes them significant. Create a timeline: investigate which parts of the world were explored. Compare exploration in the past with exploration today. Discuss ways in which these significant people could be remembered. **Starting stimulus:** **End product:**

Year Two

Autumn 1 How was school different in the past?	Spring 1 How did we learn to fly?	Summer 1 What is a monarch?
Learn about changes and events beyond living memory. Find out that schools have been in the locality for a long time but they have not always been the same. What are the similarities and differences between past and current schools? Use a range of sources to enable them to recognise some continuity between their lives and the past. **Starting stimulus:** **End product:**	*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.* Develop the children's knowledge of events beyond living memory. Reinforce their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight. **Starting stimulus:** **End product:**	*Events beyond living memory that are significant nationally or globally.* *Compare aspects of life in different periods.* Find out the role of a monarch. Compare the monarchy today with the monarchy in the past. Investigate how William the Conqueror became King and learn how he used castles to rule. Study different types of castles and consider how these evolved over time. **Starting stimulus:** **End product:**

Year Three and Four - Cycle A

Autumn 1	Spring 1	Summer 1
British History 3	**British History 2**	**British History 1**
What changed in Britain after the Anglo-Saxon invasion?	**Why did the Romans invade and settle in England?**	**Would you have preferred to live in the Stone, Bronze or Iron Age?**
Britain's settlement by Anglo-Saxons and Scots. Developing their chronological awareness of AD and BC, Develop understanding of why people invade and settle. Learn about the Anglo-Saxon invasion and Viking raids. Learn about Anglo-Saxon beliefs and how Christianity spread. Investigate Anglo-Saxon settlements. Investigate how the period of Anglo-Saxon rule came to end. **Starting stimulus:** **End product:**	*The Roman Empire and its impact on Britain.* Investigate why the Romans invaded Britain and how the Celts reacted to the invasion. Learn how the Romans changed the way people lived their lives. How is archaeological evidence used to reconstruct the lives of the Romans. Comparing Roman life to today: children to learn how the Romans still influence lives today. **Starting stimulus:** **End product:**	*Changes in Britain from the Stone Age to the Iron Age.* Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identify the limitations of this type of evidence and reconstructing the life of the Amesbury Archer. **Starting stimulus:** **End product:**

Year Three and Four- Cycle B

Autumn 1	Spring 1	Summer 1
How have children's lives changed?	**What was important to ancient Egyptians?**	**How did the achievements of the Ancient Maya impact their society and beyond.**
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Investigate the changes in children's lives from Tudor to Victorian times. Learn how spare time, children's health and work have changed. Explore the most crucial change - work - in more detail, learning about a day in the life of a working child. What is the significance of Lord Shaftesbury and his impact on schools and working conditions **Starting stimulus**: **End product**:	*The achievements of the earliest civilizations – where and when the first civilizations appeared.* Where and when did the first civilisations appear? Significance of the River Nile to the ancient Egyptians. Evaluate the importance of hieroglyphics. The importance of Gods and Goddesses in ancient Egyptian religious beliefs. Investigate the beliefs about the afterlife. Evaluate continuity and change by identifying what happened to pharaohs when they died. **Starting stimulus**: **End product**:	*Study of a non-European society that provides contrasts with British history.* How did the ancient Maya settle in a rainforest? How important was chocolate to the ancient Maya? What did the ancient Maya believe? How did the Maya reflect world beliefs in their inventions? What do remains tell us about ancient Maya cities? What caused the decline of the ancient Maya cities? **Starting stimulus:** **End product:**

Year Five

Autumn 1	Spring 1	Summer 1
Were the Vikings raiders, traders or something else?	British History 5 **What was life like in Tudor England?**	**What is the legacy of the ancient Greek civilisation?**
The Viking and Anglo-Saxon struggle for the Kingdom of England. When and why did the Vikings come to England? Evaluate Vikings using a variety of sources. Investigate the importance of trading routes. Why are there different versions of the same Viking Sagas – what does this tell us about the Vikings? Evaluate the impact of Viking invasions and settlements on local communities in Britain. Evaluate the achievements of the Vikings. **Starting stimulus:** **End product:**	*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.* Investigating Tudor portraits and written records. Learn about the changing nature of monarchy. Consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public perceptions of the monarchy. Use Tudor inventories, to explore the wealth and position of ordinary Tudor people. **Starting stimulus:** **End product:**	*Learn about the achievements of the earliest civilisations. A study of Greek life, and achievements and their influence in the western world.* Investigate the city states of Athens and Sparta. Identify the similarities and differences between them. Use different sources of evidence, to learn about democracy and compare this to the ways in which other civilisations are governed. Consider the legacy of the ancient Greeks: the Olympic games, architecture, art and theatre. **Starting stimulus:** **End product:**

Year Six

Autumn 1	Spring 1	Summer 1
What can the census tell us about the local areas?	**What was the impact of World War II on the people of Britain?**	**What was the Sikh Empire OR Who should go on the £10 banknote?**
A study over time tracing how several aspects of national history are reflected in the locality. Explore the purpose and creation of a census. What can be learnt about Victorian children from the census? Explore past occupations using the census. Why did women refuse to complete the 1911 census? Explore the impact of Evelyn Dove on the 1921 census. Conduct an enquiry about the local area using the census. **Starting stimulus** **End product**:	*Extending their chronological knowledge beyond 1066.* Learn how World War 2 affected society in Britain. Explore the causes of war in 1939. Examine the experiences of families during the Blitz. Using photographs, propaganda posters and oral histories, investigate how the war affected soldiers, civilians and migrants. **Starting stimulus** **End product**:	**Starting stimulus** **End product**: