

St Peter's Church of England Primary School

History Curriculum: Topics, Coverage and Objectives



<p><u>Foundation Stage</u></p> <p>In the EYFS history is taught through the Understanding of the World: Past and Present Strand. Pupils should talk about and explore the past and present events in their own lives and in the lives of family members and other people who are familiar to them. They should be taught to recognise similarities and differences between themselves and others, and among families, communities and traditions. They should learn that times pass in sequential order and begin to develop a sense of chronology. They should be introduced to and begin to use some of the key vocabulary associated with the passage of time and develop their understanding of the changes that occur over time.</p> <p>Our EYFS Curriculum documentation outlines the UW content more specifically to the theme.</p>	<p><u>Key Stage One</u></p> <p>Pupils should be taught about: 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>	<p><u>Key Stage Two</u></p> <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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. 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. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, 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>
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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>*before and after timeline</i>	<i>*Simple timeline for KS1</i>		<i>*introduce full historical timeline</i>	<i>*Building on Chronological awareness – periods of time</i>		

A U T U M N T E R M	Topic:	All About Me – How have I changed since I was a baby?	All About Me and My Family – How have me and my family changed over time?	What was life like when our grandparents were children?	Why do we remember the Fifth of November?	What changed during the Stone, Bronze and Iron Ages?	World History – How much did the Ancient Egyptians achieve?	World History – Why do we remember the Maya?	World History – Why should we thank the Ancient Greeks?
	Links to Prior and Future Learning:	<i>*Links to Reception coverage – All About Me and My Family *Links to Year 1's coverage – What was life like when our grandparents were little?</i>	<i>*Built on All About Me in Nursery. Links to Year 1's coverage – What was life like when our grandparents were little?</i>	<i>*Links to Year 6's coverage – How has life changed in Modern Britain? *Victorian Britain – School/Toys/ Homes *Built on 'All About Me' in Foundation Stage</i>	<i>*Build on from Great Fire of London *Preparing for the Year 4 Tudor Topic – regarding Church of England, break away from the Catholic Church</i>	<i>*Introduction to full historical timeline *Build on KS1 prior knowledge of the past and how things change over time *Links to all future time periods and how influenced other civilisations through history</i>	<i>*First lesson needs to make reference to other 3 other Ancient Civilisations – Indus Valley/ Shang Dynasty of Ancient China/ Ancient Sumer *Preparing for Maya and Ancient Greeks *Prepare for KS3 – At least one study of a significant society or issue in world history and its interconnections with other world developments</i>	<i>*Make reference to prior learning about the Egyptians *Contrast to British History *Preparing for Ancient Greeks *Prepare for KS3 – At least one study of a significant society or issue in world history and its interconnections with other world developments</i>	<i>*Make reference to prior learning about the Egyptians and Maya *Prepare for KS3 – At least one study of a significant society or issue in world history and its interconnections with other world developments</i>
	Historical/ Enquiry Skills and	<i>In this unit, the children will:</i> • begin to ask questions about their past	<i>In this unit, the children will:</i> • develop curiosity about their past.	<i>In this unit, the children will:</i> •develop curiosity to know more about the past	<i>In this unit, the children will:</i> •develop a curiosity about the past, asking	<i>In this unit, the children will:</i> •recall, research, select, organise and communicate findings	<i>In this unit, the children will:</i> •select and use terminology and concepts	<i>In this unit, the children will:</i> •learn about interpretations – why different historians say	<i>In this unit, the children will:</i> •investigate open and closed questions about

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	Concepts Progression:	<ul style="list-style-type: none"> begin to talk about their past and some changes begin to talk about some similarities and differences between themselves and their friends 	<ul style="list-style-type: none"> ask and answer questions about their past and how they have changed. use pictures to find out about the past make connections and contrasts between themselves and people who are familiar to them 	<ul style="list-style-type: none"> ask and answer questions about the past begin to use every day historical terms make connections and draw contrasts between their own lives and those of people in the past. 	<ul style="list-style-type: none"> and answering questions choose and use parts of stories and other sources to show that they know and understand key features of events begin to develop an understanding of abstract terms such as parliament and treason. 	<ul style="list-style-type: none"> develop a chronological understanding of the Stone Age, Bronze Age and Iron Age, and how and why things changed and developed gain a historically grounded understanding of abstract terms use concepts to make connections, draw contrasts and analyse trends devise and answer historically valid questions about the Stone Age, Bronze Age and Iron Age understand how our knowledge of the past is constructed from a range of sources think critically, weigh evidence, sift arguments 	<ul style="list-style-type: none"> select sources as evidence for a particular answer compare and contrast different themes, periods and people refine responses in the light of new evidence communicate in appropriate and effective ways including written, pictorial and orally. 	<p>different things about the decline of the Maya</p> <ul style="list-style-type: none"> learn about similarities and differences as they compare modern-day Maya with the Maya 900 ad deduce information from studying a different period: they will have used the Egyptians as a 'way in' to studying the Maya. 	<p>Ancient Greek life and society</p> <ul style="list-style-type: none"> pose their own questions relevant to an enquiry know where to locate suitable information and ideas make inferences and deductions recognise different viewpoints and interpretations compare and contrast information explain causes and effects.
Spring 1	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
S P R I N G T E R M	Topic:	The passage of time - What will we do on a Bear Hunt?	The passage of time - What changes happen over time?	What do we know about the Great Fire of London?	What was Rochdale's role in the Industrial Revolution?	What happened when the Romans came to Britain?	Why did the Anglo-Saxons and Scots battle the Vikings?	What was life like for children during Queen Victoria's reign?	What was life like for children during WW2?
	Links to Prior and Future Learning:	*Links to Reception coverage – The passage of time	*Built on Nursery coverage of the Passage of time *Links to Y1's London Bridge' traditional rhyme/song.	*Preparing children for Year 4's Tudor Unit – Tudor style houses, life in Tudor/Stuart Britain etc.	*Building on knowledge of 'life in the past' *Preparing for Year 5 Victorian/ Rochdale Pioneers *Cotton Mills *Canals (transport)	*Builds on Iron Age – use of tools, resources – Roman advanced civilisation *Prepares for Local Study of Chester in Summer 2 *Prepare for KS3 – The study of an aspect or them in British history that consolidates and extends pupil's chronological	*Builds on Iron Age and learning to this point in history – use of tools, resources *Invasion similar to Romans	*Prepares for Local Study of Rochdale Pioneers in Summer 2 *Preparing for Year 6 by comparing differing periods in time	*Builds on Year 5 comparison of differing periods in time – Victorians *Prepare for KS3 – Challenges for Britain, Europe and the wider world 1901 to the present day

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						<i>knowledge from the 1066</i>			
Historical/ Enquiry Skills and Concepts Progression:		<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> begin to talk about some changes that take place throughout the year develop their understanding of events throughout the day begin to recognise and talk about changes that happen at different times of the day and year begin to use some everyday words associated with the passage of time 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> use everyday words associated with the passage of time develop an understanding of changes over time use artefacts and objects to explore changes develop their understanding of the sequence of events throughout the day, months and year make connections and contrasts between changes over time 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> develop the ability to recall stories about the past sequence events on a time line use everyday words relating to the passing of time used pictures to find out about the past 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> develop curiosity to know more about the past make connections and draw contrasts between their own lives and lives of people in the past. 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> pose questions and then investigate answers select, organise and communicate findings using a range of appropriate genres compare and contrast different themes, periods and perspectives develop a chronological understanding of the 'Romanisation' of Britain use and understand terminology and concepts use sources, representations and interpretations to support answers. 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> understand the methods of historical enquiry explore the 'raw materials' – evidence – of history explore significance and historical interpretations create their own structured accounts of history research, select, organise and communicate findings understand how knowledge of the past is constructed from a range of sources explore the significance of a key individual understand how contrasting arguments and interpretations of the past have been constructed. 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> research information relating to children and childhood compare fiction with primary evidence think about continuity and change to an area over time explore diversity in a certain area. make links and connections with other historical themes and periods, and between local, national and wider contexts 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> research, select, organise and communicate findings develop a chronological understanding of World War Two devise historically valid questions about World War Two understand how knowledge of the past is constructed from a range of sources recognise the strengths and limitations of local history as a way of telling the story of World War Two.
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S U M M E R T E R M	Topic:	Superheroes – What special times have I had with my superhero?	Superheroes - Do all superheroes have the same special times?	Comparison Study – Florence Nightingale and Nurses today: How would Florence Nightingale view nursing today?	Comparison Study – Christopher Columbus and Neil Armstrong: How have voyages of discovery changed over time?	Local Study – Why did the Romans choose Chester?	How could you survive in Tudor England?	Local Study – Who were the Rochdale Pioneers?	How has life changed in Modern Britain?
	Links to Prior and Future Learning:	*Links to Reception – special times.	*Built on Nursery coverage of Special times *Links to Year 2 coverage – Why do we remember the fifth of November?	*Prepare for Year 2's Comparison Study and Year 3 and 5 Local Study *Preparation for Year 6's WW2 coverage	*Build on Year 1's comparison study. *Build on Foundation Stage's Unit on Superheroes.	*Build on prior knowledge from Spring Term – Roman Britain *Prepare for Local Study in Year 5 *Prepare for KS3 – Local History Study	*Build on Year 2 knowledge of Gunpowder Plot: Catholic/ Protestant – C of E – Henry VIII *Prepare for KS3 – The development of Church, state and	*Build on from Rochdale's Role in the Industrial Revolution in Year 2 *Build on knowledge learned from Year 3 Local Study	*Builds on all prior learning and consolidates recent history's chronology *Prepare for KS3 – Challenges for Britain, Europe and the wider world

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							<i>society in Medieval Britain 1509-1745</i>	<i>*Build on from content learned in Year 5 Victorians – Spring Term *Prepare for KS3 – Local History Study</i>	<i>1901 to the present day</i>
	Historical/ Enquiry Skills and Concepts Progression:	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> recall and describe some special times or events for their family begin to answer questions about special events and times for their family make connections between themselves and family / friends use pictures to find out about their past 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> recall events and special times from their past ask and answer questions about special events and times from their past and their family make connections and contrasts between themselves and others and among families, cultures and traditions sequence special events from their past on a timeline show curiosity and begin to ask questions about the past use pictures and objects / artefacts to learn about the past 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> develop chronological understanding related to the history of nursing devise historically valid questions about the history of nursing understand some of the ways in which we find out about the past ask perceptive questions, develop perspective and judgement understand how Britain has been influenced by the wider world. 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> devise historical questions determine how/where to find out the answers to historical questions carry out independent research using books and/or the Internet devise ways of sharing research. 	<p><i>In this unit, the children will strengthen and enhance their skills to:</i></p> <ul style="list-style-type: none"> pose questions and then investigate answers select, organise and communicate findings using a range of appropriate genres compare and contrast different themes, periods and perspectives develop a chronological understanding of the 'Romanisation' of Britain use and understand terminology and concepts use sources, representations and interpretations to support answers. 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> research information relating to children and childhood compare fiction with primary evidence select, organise and communicate findings using a range of appropriate genres use and understand terminology and concepts devise historically valid questions about what childhood was like at different times devise conclusions and judgements, and substantiate them with telling evidence 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> learn about their local area in Victorian times make links and connections, comparisons and contrasts, analyse trends and patterns devise conclusions and judgements, and substantiate them with telling evidence select and organise using appropriate concepts (including change, continuity, cause and effect, similarity and difference, and significance) and vocabulary develop a chronological understanding of childhood through the ages devise historically valid questions about what childhood was like at different times interpret and use a range of sources to support knowledge and understanding about childhood communicate knowledge and understanding in different but appropriate genres 	<p><i>In this unit, the children will:</i></p> <ul style="list-style-type: none"> create a 'bigger picture' of history – seeing how things fit together over a long time span understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections reach conclusions based on the evidence decide how to present findings effectively