\ST MARY’S R. C. PRIMARY

HISTORY SUBJECT OVERVIEW 2019/2020

Our Whole-School Curriculum Intent

Our curriculum will:

* Build children’s knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
* Provide knowledge in all subjects that builds sequentially through their time at St. Mary’s
* Reflect the need and be specific to our local area and community
* Develop transferrable skills through their growing knowledge of the curriculum
* Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
* Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
* Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
* Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In history, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary’s.

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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 |  | **Changes within living memory**  *Toys – Why is the Wii more fun than Grandma and Grandad’s old toys?*  *Remembrance Day whole-school project* |  |  | **The lives of significant individuals:**  *Neil Armstrong (moon landings)*  *and L S Lowry???* | **Local History Study: Significant historical events, people and places :** – Rochdale Pioneers in 1844 - Field Trip to Rochdale Pioneers’ Museum |
| Year 2 | **Changes beyond living memory:**  *The Great Fire of London* | *Remembrance Day whole-school project*  **Significant historical events in their own locality –** *local flood* | **Changes in living memory** *(Royal Family – family tree of monarchy)*  **Lives of significant individuals in the past:**  *Elizabeth I and Queen Victoria* |  |  | **Local History Study: Significant historical events, people and places:**  Gracie Fields - Field Trip to Touchstones  **Events beyond living memory**  *Brazil – History of carnivals* |
| Year 3 | **Changes in Britain from the Stone Age to Iron Age** | *Remembrance Day whole-school project* | **Roman Empire and its impact on Britain** |  |  | **Local History Study (A study of an aspect of history that is significant in locality):**  Evacuation of Manchester WWII **-** FieldTrip to Stockport Air Raid Shelters |
| Year 4 | **Achievements of Early Civilisations:** Ancient Egyptians | *Remembrance Day whole-school project* | **Britain’s settlement by Anglo-Saxons and Scots** |  |  | **Local History Study (A study of an aspect of history that is significant in locality)**  Wakes Week holiday Middletonians to Blackpool – Field Trip to Blackpool |
| Year 5 |  | *Remembrance Day whole-school project* | **Ancient Greece** |  |  | **Viking and Anglo-Saxon Struggle for Power**  **Local History Study: A study of an aspect of history/site that is significant in locality)**  St. Leonard’s Church and the Middleton Archers – Field trip to St. Leonard’s Church |
| Year 6 |  | **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066:**  World War I (incorporating whole school project on Remembrance) | **Study of Non-European Society that contrasts with British History (SR9)**  *Early Islamic Civilisation/Baghdad, AD 900* | **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066:**  The Tudors ????? |  | **Local History Study: A study of an aspect of history/site that is significant in locality):**  Hollingworth Lake/Rochdale - Field trip to Hollingworth Lake/Ealee Brook |

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| Key Stage 1 Statutory Requirements  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that hey will study more fully at key stages 2 and 3.  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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] * 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] * significant historical events, people and places in their own locality |

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| Key Stage 2 Statutory Requirements  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 and that different versions of past events may exist, giving some reasons for this.  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.  Pupils should be taught about: | | |
| **Changes in Britain from the Stone Age to the Iron Age.** Examples (non-statutory) This could include:   * 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**. Examples (non-statutory) This could include:   * Julius Caesar’s attempted invasion in 55-54 BC * 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 * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | **Britain’s settlement by Anglo-Saxons and Scots.** Examples (non-statutory) This could include:   * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire * Scots invasions from Ireland to north Britain (now Scotland) * Anglo-Saxon invasions, settlements and kingdoms: place names and village life * Anglo-Saxon art and culture * Christian conversion – Canterbury, Iona and Lindisfarne |
| **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.** Examples (non-statutory) This could include:   * Viking raids and invasion * resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld * Anglo-Saxon laws and justice * Edward the Confessor and his death in 1066 | **A local history study.** Examples (non-statutory)  * a depth study linked to one of the British areas of study listed above * a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) * a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.** Examples (non-statutory)  * the changing power of monarchs using case studies such as John, Anne and Victoria * changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century * the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day * a significant turning point in British history, for example, the first railways or the Battle of Britain |
| **The achievements of 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 |

Milestones:

(Based on when we teach history statutory requirements at St. Mary’s)

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| A Year 1 historian | A Year 2 historian | A Year 3 historian | A Year 4 historian | A Year 5 historian | A Year 6 historian |
| * I know about and can name many of the changes that have happened since I was born. * I know how to ask and answer questions about old and new objects. * I use words and phrases like: old, new and a long time ago * I spot old and new things in a picture * I use words and phrases like: before, after, past, present, then and now. * I give examples of things that were different when my grandparents were children. * I know about someone famous who was born or lived near our town. * I know why there is a monument to a famous person or event in the town centre. * I recount the life of someone famous who lived outside Britain and explain why s/he was famous. | * I know about an event that happened before my grandparents were born. * I recount the life of someone famous from Britain who lived in the past and I know about what they did to make the world a better place. * I know about the life of a famous person from the past because I know how to research. * I know how to use books and the internet to find out more information about the past. * I know how to find out things about the past by talking to an older person. * I know about how things were different when my grandparents were children. * I know what certain objects from the past might have been used for. | * I know about how stone age people hunted for their food and what they ate. * I know about many of the differences between the stone, bronze and iron ages. * I know what people learnt from stone aged paintings. * I am able to describe what a typical day would have been like for a stone age man, woman or child. * I know about at least three things that the Romans did for our country. * I know why the Romans needed to build forts in this country. * I know that Rome was a very important place and many decisions were made there. * I know about the lives of at least two famous Romans. | * I know where the Anglo-Saxons came from. * I know of at least two famous Anglo-Saxons. * I use a time-line to show when the Anglo-Saxons were in England. * I know the link between Anglo-Saxons and Christianity. * I know that many Anglo-Saxons were farmers. * I know that the Anglo-Saxons gave us many of the words that we use today. * I know that there were many advanced civilisations on Earth 3000 years ago. * I summarise how Britain may have learnt from other countries and civilisations (historically and more recently). * I research to find answers to specific historical questions about our locality * I research what it was like for children in a given period of history and present my findings to an audience. * I know how our locality today has been shaped by what happened in the past. * I know how historic items and artefacts have been used to help build up a picture of life in the past. * I know about the impact that one of these periods of history had on the world. | * I know about, and can talk about, the struggle between the Athenians and the Spartans. * I know about some of the things that the Greeks gave the world. * I know that the Greeks were responsible for the birth of the Olympics. * I know that the Greek Gods were an important part of Greek culture. * I know how to locate Greece on a map. * I know that Britain was invaded on more than one occasion. * I know that the Anglo-Saxons and Vikings were often in conflict. * I know how to use a timeline to show when the Viking raids started. * I know why the Vikings often overpowered the Anglo-Saxons. * I show on a map where the Vikings came from and where they invaded our country. * I know that many Vikings came to our country as peaceful farmers. * I describe events from the past using dates when thing happened. * I know how an event or events from the past has shaped our life today. * I draw a timeline with different historical periods showing key historical events or lives of significant people. * I know how crime and punishment has changed over a period of time. * I know how Britain has had a major influence on the world. * I know how the lives of wealthy people were different from the lives of poorer people. | * I research in order to find similarities and differences between two or more periods of history. * I know how to place features of historical events and people from the past societies and periods in a chronological framework. * I know about the main events from a period of history, explaining the order of events and what happened. * I know that many of the early civilisations gave much to the world. |