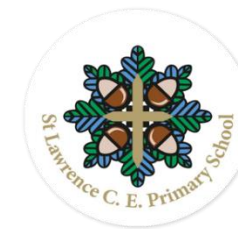


Curriculum Subject: History

Subject Working Group: Alison Moore and Elizabeth Fisher



Curriculum Overview and Statement of Intent, Implementation, and Impact.

Motto

“Being the best we can be, because with God all things are possible”

‘For I know the plans for you,’ declares God, ‘plans to prosper you and not harm you, plans to give you hope and a future.’
Jeremiah 29:11

Vision & Intent

Together, through ‘The St Lawrence Way’ we will embrace the love of learning, be curious of, and be inspired by the endless possibilities that our wonderful world can offer.

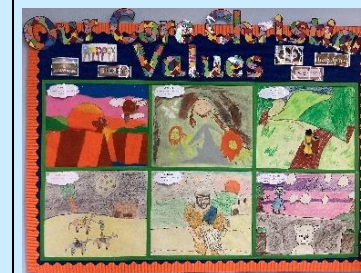
Mission/Implementation

Through the ‘St. Lawrence Way’ we will.....

- Design a curriculum that: recognises children’s prior learning, providing first-hand learning experiences, allowing the children to build resilience and become creative, critical thinkers who have the **courage** to become lifelong learners fulfil their aspirations.
- Recognise every child as a unique individual. We teach the children to be tolerant of one another whilst understanding and **respecting** difference and diversity, knowing that all have been created in the image of God.
- Help pupils and adults to develop lifelong learning habits so that they can contribute successfully to their local community and navigate an increasingly complex national and global community so that they recognise their place in the world and show **thankfulness** for what they have.
- Foster a Christian community whereby everyone feels valued and has a strong sense of belonging building upon strong, caring relationships that are based on mutual **respect**; demonstrated through courtesy, **forgiveness** and reconciliation.
- Value the community to which we belong by listening, being **honest** with each other whilst showing **compassion**, and creating opportunities for the pupil voice to be heard, which will support good mental health and the wellbeing for all.

Our Core Christian Values

- Compassion
- Courage
- Respect
- Honesty
- Thankfulness
- Forgiveness





Intent, Implementation and Impact

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>Here at St Lawrence, we want our children to love history, have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. We will also give children opportunities to develop their skills of enquiry, investigation, and analysis, and by revisiting areas of previous learning, children will gain a bank of new knowledge that will evolve with them as they move through the years at St Lawrence CE School.</p>	<p>Our curriculum is organised into 2 Cycles: Cycle A and B over a two-year period. Each yearly cycle has 6 half termly units which have either a geography or history curriculum driver question. The National Curriculum for history is covered through all of the history curriculum driver units. At the beginning of topics, children are given the opportunity to discuss what they already know as well as what they would like to find out. 'Talk Time' opportunities are planned carefully as part of a unit to allow pupils to discuss the learning and gather idea. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson. Cross curricular links are well embedded within the school with strong links often being seen through Literacy. The local area is fully utilised and many opportunities for learning outside the classroom are embedded into practice. Before the theme is taught, we will always revisit the children's understanding of their place in the world and how their locality fits in the larger picture.</p>	<p>Our History curriculum will lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work. Outcomes in topic and English books evidence a broad and balanced curriculum in history. They demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. As children progress through the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider historical context. Children are able to use their current and previous learning to discuss what this means for the future. Alongside this, they gain specialist skills and knowledge ensuring that they are well prepared for the next steps of their education.</p>



Yearly History Overview Cycle A

Cycle A	Autumn	Spring	Summer
Class 1 Reception	Themes selected will have an emphasis on 'Understanding the World' strand on EYFS statutory document and historical skills will be taught through Past and Present, People, Culture and Communities.		
Class 2 Y1/2	Why did London Bang and Burn? (Autumn 2) NC: events beyond living memory that are significant nationally or globally	What incredible inventions is Telford famous for? (Spring 2) NC: significant historical events, people and places in their own locality (Thomas Telford)	What is capability Brown famous for? (Summer 2) NC: 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
Class 3 Y3/4	How have the Greeks shaped our world? (Autumn 2) NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world	What was it like to be a Roman? (Spring 1) NC: the Roman Empire and its impact on Britain	What do we mean by 'local heritage'? (Summer 1) NC: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
Class 4 Y5/6	Is there evidence of life beyond planet earth? (Autumn 1) NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	How has the monarchy shaped British culture? (Spring 2) NC: a study of the changing power of monarchs using case studies such as John, Anne and Victoria)	Does the punishment fit the crime? (Summer 1) NC: a study of the 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)



Yearly History Overview Cycle B

Cycle B	Autumn	Spring	Summer
Class 1 Reception	Themes selected will have an emphasis on 'Understanding the World' strand on EYFS statutory document and historical skills will be taught through Past and Present, People, Culture and Communities.		
Class 2 Y1/2	<p>Would you play with a Victorian toy? (Autumn 2) NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>What is it like to be Royal? (Spring 2) NC: significant people (The Queen)</p>	<p>Have policemen/women changed over the years? (Summer 2) NC: significant historical events and people (Sir Robert Peel)</p>
Class 3 Y3/4	<p>Who were Britain's first builders? (Autumn 1) NC: changes in Britain from the Stone Age to the Iron Age</p>	<p>Why did the Ancient Egyptians build pyramids? (Spring 1) NC: 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 Egypt</p>	<p>Why were the Mayans magnificent? (Summer 1) NC: a non-European society that provides contrasts with British history –Mayan civilization c. AD 900</p>
Class 4 Y5/6	<p>Who lived in England 1500 years ago? (Autumn 1) NC: Britain's settlement by Anglo-Saxons and Scots</p>	<p>Were the Vikings really vicious? (Spring 1) NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>What would it have been like to be an evacuee? (Summer 1) NC: a study of a significant turning point in British history (e.g. the first railways or the Battle of Britain)</p>



RECEPTION			
<p>EYFS Document:</p> <p>Links to History:</p>	<p>Past and Present</p> <ul style="list-style-type: none"> ➤ Talk about the lives of the people around them and their roles in society. ➤ Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. ➤ Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts. ➤ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	
Through EYFS themes we will explore knowledge and skills of Historical Enquiry			
<p>Do all fairy tales have a happy ending? Focused Activities – Castles, Kings and Queens</p>	<p>How and why do we celebrate? Focused Activities – Celebrations in their own lives and significant festivals in British culture.</p>	<p>Is there anyone out there? Focused Activities – History of Space Exploration and Famous Astronauts</p>	<p>Where is this bear? Focused Activities – How have teddy bears changed over time?</p>
<p>I can recognise and describe similarities and differences, continuity and change. Recognise the difference between past and present in their own and others' lives.</p>	<p>I can place people and events in a chronological framework Sequence photographs from different parts of their life. Match objects to people of different ages.</p>	<p>I can identify and describe reasons for and results of, events, situations and changes. Know and recount episodes from their own and others' past, explaining why it happened.</p>	<p>I can describe how evidence is used to make historical claims Talk about some of the things they have observed, question why things happen and be able to give some reasonable explanation.</p>
	<p>I can describe the characteristic ideas, beliefs and attitudes of different cultures over time. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>I can talk about the significance of historical events. Describe an event from the past that is important to remember and how it changed history.</p>	<p>I am able to describe different ways the past is represented. Use stories to distinguish between fact and fiction.</p>
	<p>I can make connections, Discuss similarities and differences. Talk about past and present events in their own lives and in the lives of other family members.</p>		

Progression of Skills

	F/S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	I can talk about the past and the present in my life and my family's lives.	<p>I can use words and phrases like old, new and a long time ago.</p> <p>I can talk about things that happened when I was little.</p> <p>I know that some objects belonged to the past.</p> <p>I can retell a familiar story set in the past.</p> <p>I can sequence events or objects in chronological order.</p>	<p>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</p> <p>I can use the words 'past' and 'present' accurately.</p> <p>I can use a range of appropriate words and phrases to describe the past.</p> <p>I can sequence a set of events in chronological order and give reasons for their order.</p> <p>I can order events on a timeline.</p> <p>I can describe memories of key events in my life.</p>	<p>I can describe events and periods using the words: BC, AD and decade, ancient and century.</p> <p>I can use the terms BC and AD to deepen my chronological understanding</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened.</p>	<p>I can plot recent history on a timeline using centuries showing periods of time.</p> <p>I can use mathematical skills to round up time differences into centuries and decades.</p> <p>I can place the events from the time period studied on a timeline and use the terms BC and AD to deepen my chronological understanding.</p>	<p>I use dates and historical language in my work.</p> <p>I draw a timeline with different time periods which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I use mathematical skills to work out exact time scales and differences</p>	<p>I can say where a period of history fits on a timeline.</p> <p>I can place a specific event on a timeline by decade.</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework.</p>
Disciplinary Knowledge & Skills		<p>I can use different sources to learn new information – pictures, objects and stories.</p> <p>I can talk about some different ways</p>	<p>I can learn information from more than one source.</p> <p>I can talk about some different ways</p>	<p>I can compare different sources of evidence.</p> <p>I can say which sources are most useful for a task.</p>	<p>I can comment on the accuracy and usefulness of different sources of evidence.</p> <p>I can identify primary and</p>	<p>I can explain why there are different accounts and interpretations of the past.</p> <p>I begin to identify primary and secondary sources.</p>	<p>I can evaluate the accuracy of a historical source based on when and where it was created and the audience and purpose.</p>

		<p>that the past is recorded.</p> <p>I can ask and answer questions about old and new objects</p> <p>I can spot old and new things in a picture.</p> <p>I can answer questions using an artefact/ photograph provided.</p>	<p>that the past is recorded.</p> <p>I can find out something about the past by talking to an older person.</p> <p>I can answer questions by using a specific source, such as an information book.</p> <p>I can research the life of a famous Briton from the past using different resources to help me.</p> <p>I can research about a famous event that happens in Britain and why it has been happening for some time.</p>	<p>I recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>I use various sources of evidence to answer questions and piece together information about a period in history.</p> <p>I can use my 'information finding' skills in writing to help them write about historical information.</p>	<p>secondary sources of evidence.</p> <p>I can state conclusions and give reasons for my ideas.</p> <p>I can research two versions of an event and say how they differ.</p> <p>I can give more than one reason to support an historical argument.</p> <p>I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</p>	<p>I can compare sources of evidence (primary and secondary) to find reliable information.</p> <p>I can give clear conclusions about the past based on evidence.</p> <p>I test out a hypothesis in order to answer a question.</p> <p>I appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p>	<p>I can devise historically valid questions e.g. would women have got suffrage without WW1?</p> <p>I can select relevant information and sources to produce structured work.</p> <p>I can use cause and effect to analyse the impact and look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>I can identify and explain my understanding of propaganda.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I use a range of sources to find out about an aspect of the past.</p>
Substantive Knowledge	I am learning about: Family Customs and Routines (eg. birthdays,	I am learning about: Events beyond living memory that are significant nationally or globally (e.g. The Great Fire of London)	I am learning about: Ancient Greece – a study of Greek life and achievements and their influence on the western world	I am learning about: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality			

	<p>Christmas, Diwali, Bonfire Night)</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Significant historical events, people and places in their own locality (Thomas Telford)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (e.g Sir Robert Peel)</p> <p>Significant historical events, people and places(The Queen, Royal Palaces)</p>	<p>The Roman Empire and its impact on Britain</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>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 Egypt</p> <p>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900</p>	<p>A study of the changing power of monarchs using case studies such as John, Anne and Victoria)</p> <p>A study of the 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)</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A study of a significant turning point in British history (e.g. the first railways or the Battle of Britain)</p>
--	--	--	--	--

<p>Vocabulary</p>	<p>Today Yesterday Tomorrow The Past The Future Day Week Month Memory Remember New/Recent Old Long Ago Parent Grandparent</p>	<p>Year/Decade/Century Timeline Living Memory Ancient/Modern Artefact Memories Long Ago</p> <p><u>Great Fire of London</u> Guy Fawkes The Gunpowder Plot Parliament Treason Plotters King James Protestant/Catholic Samuel Pepys The Great Fire of London</p> <p><u>Local Area</u> Preston up on the Weald Moors Thomas Telford Trade Design</p>	<p><u>Ancient Greece</u> Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Mythology Column</p> <p><u>Roman Empire</u> Empire Toga Aqueduct Coliseum Centurion Emperor Amphitheatre Senate Gladiator</p>	<p>Anglo Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne Manuscript Christianity Augustine Alfred the Great Aethelred</p> <p>Changing Power of Monarchs King John King Henry VIII Anne Boleyn Queen Mary I Queen Elizabeth I Queen Victoria Christianity</p>
-------------------	---	--	--	--

		<p>Bridge Canal Aqueduct Suspension bridge Scotland</p> <p>Buckingham Palace Queen Elizabeth Royal Family Prince/Princess King Monarchy Succession Family Tree</p>	<p>Republic Mosaic Arch Chariot Hypocaust Tunic Aquila Pantheon Testudo Circus Maximus Legionary</p> <p><u>Stone Aged to Iron Age</u> Prehistory Hunter-gatherer Nomad Palaeolithic/Mesolithic/Neolithic/Tribe Neanderthal Homo sapiens Pelt Beaker Celt Bronze Roundhouse Hillfort Quern Smelting Druid Borer Domesticate</p> <p><u>Ancient Egypt</u> Sphinx Pyramid Canopic Jars Tomb Scarab beetle Desert Valley of the Kings Plough River Nile mummification Gods and Goddesses</p> <p><u>Mayans</u> Dynasty Maize</p>	<p>Catholicism Rome Pope</p> <p>Vikings Longboat Longhouse Chieftain Berserker Danegeld Feast Raid Trade Yggdrasil Runes Farmer-warrior Pagan Danelaw Asgard Jarl Karl Figurehead Chainmail Valhalla</p> <p><u>Crime and Punishment</u> Twelve Tables Severe Gladiator Guilty/not guilty Criminal Hue and cry Oath and keepers Police force Sir Robert Peel Torture DNA/CCTV Highwaymen Prison</p> <p><u>BATTLE OF BRITAIN</u> Allied Powers Axis Powers Air raid Blackout Blitz Civilians Evacuee</p>
--	--	--	---	---

			<p>Codex Hieroglyphics Stela Scribe Haab Jade Sacrifice City-states Pyramid Peasant</p>	<p>Liberate Nazi Occupied Propaganda Rationing RAF Luftwaffe</p>
--	--	--	---	--