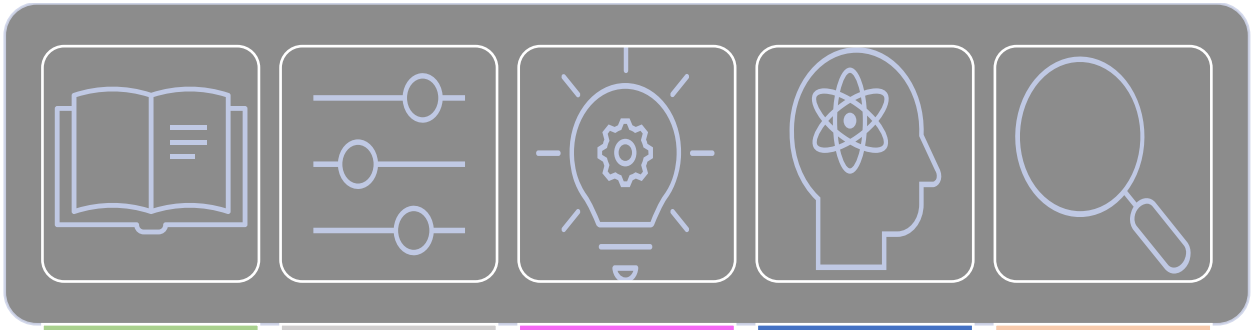
St Stephen's
CE Primary School

History Curriculum Overview

"Learning, loving and growing; together as God's children."

Our Approach

Our **cyclical** curriculum focuses on the 5 aspects below and our pupils revisit the **substantive** and **disciplinary** concepts throughout their time in our school. Each time they revisit an aspect, it is with **increasing complexity** to build on their **prior knowledge**. A range of **significant people** have been identified for pupils to study in each year group to build up their understanding of their impact and influence on society and different periods of history. Each year group has **3 taught units** that are taught as a half termly block with **an hour** each week. Each topic has its own **knowledge organiser**. All **British history** units are taught in chronological order.



Topic Knowledge

- Developing a rich knowledge of a topic, time period, society or event being studied.

Chronological Awareness

- Language related to chronology
- Building mental timelines of periods.
- Awareness of features of periods of history.
- Knowing particular dates and events

Substantive Concepts

- Power (monarchy, government and empire).
- Invasion, settlement and migration.
- Civilisation (social and cultural).
- Tax and trade Beliefs.
- Achievements and follies of mankind

Disciplinary Concepts

- Change and continuity
- Similarities and differences
- Cause and consequence
- Historical significance
- Sources of evidence
- Historical interpretations

Historical Enquiry

- Posing an historical question.
- Gathering, organising and evaluating evidence
- Interpreting findings, analysing and making connections
- Evaluating and drawing conclusions
- Communicating findings

EYFS Overview

Year Group	Autumn	Spring	Summer
N	**Living Memory-Who am I?** • Past and present with a look at **personal chronology** since birth with photographs. • Talk about self and my family • What are our favourite celebrations each year? • Naming significant family members (own families) **Significant People:** parents/carer & immediate family	**Living Memory-What are our favourite celebrations?** • Talking about the lives of the people around them and their roles in society. • Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understanding the past through settings, characters and events encountered in books read in class and storytelling.	**Living Memory-Who is our king?** • Read stories about kings and queens. • Examine pictures of the King and his family-who are they? **Significant People:** King Charles III
Continuous Provision Enhancements • PSE/RE work linked to families, days of the week, months, weekend news to focus on past vocabulary (oracy), using vocabulary linked to chronology.			
R	**Beyond Living memory: Why do we wear poppies?** • Past and present with a look at **personal chronology** since birth. • All about me and my family • What are our favourite celebrations each year? • Naming significant family members (own families) **Significant People:** Moina Michael	**Living Memory-Why do we wear different clothes at different times of year?** • Talking about the lives of the people around them and their roles in society. • Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understanding the past through settings, characters and events encountered in books read in class and storytelling.	**Beyond Living Memory-What do we know about the royal family?** • The Royal family-who are they and what do they do? • What significant events have taken place during • His life and that of Elizabeth II? • Name **significant people** with a look at Queen Elizabeth and her achievements. **Significant People:** King Charles III & Queen Elizabeth II
Continuous Provision Enhancements • PSE/RE work linked to families, days of the week, months, weekend news to focus on past vocabulary (oracy), using vocabulary linked to chronology.			

KS1 Overview

Year Group	Autumn	Spring	Summer
1	**Living Memory-How am I making history?** • Looking at **personal chronology** and finding out about the past within **living memory**. • Investigating chronology by examining photographs and asking questions. • Beginning to look at a simple timeline extending back to before they were born. **Significant People:** Own family members	**Living Memory & Beyond-How have toys changed?** • Using objects to discuss and sort toys and sequence into a physical timeline both **within and beyond living memory.** • Investigating artefacts from the past and beginning to pose questions. • Investigating **ancient toys** from Egypt, Rome and Greece to think about how children used them and to start to develop a sense of periods of time. • Study the change in toys from the introduction of the Television which influenced a new era of modern toys and the link to **present day.**	**Beyond Living Memory-How have explorers changed the world?** • Finding out about **events** and people **beyond living memory**, particularly thinking about explorers and what makes them significant. • Creating a timeline and investigating where they explored then comparing explorers. • Discussing ways in which these **significant people** could be remembered. • Introduce the term slavery and movement of people linked with exploration and trade. **Significant People:** Abu Battuta, Neil Armstrong & Amy Johnson
2	**Beyond Living Memory-How was school different in the past?** • Finding out that schools have been in the **locality** for a long time but they have not always been the same. • Looking for similarities and differences and using a range of sources recognising some continuity between their lives and the past. **Significant People:** Own teachers/teaching assistants	**Beyond Living Memory-How did mankind learn to fly?** • Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at **significant events** in the history of flight on a timeline. • Identifying similarities and differences between individuals who contributed to the history of flight. • Discussing ways in which these **significant people** made a difference. • Link flight to exploration of the world. **Significant People:** Wilbur/Orville Wright & Amelia Earhart	**Beyond Living Memory-What is a Monarch?** • Finding out the role of a monarch, children investigate how William the Conqueror became King. • Learn how he used castles to rule. • They learn about different types of castles and how these evolved. **Significant People:** William the Conqueror

KS2 Overview

Year Group	Autumn	Spring	Summer
3	**Changes in Britain-What does the Stone, Bronze and Iron age tell us about the history of the UK?** • 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. • Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer. **Significant People:** Amesbury Archer & Early man-hunters/gatherers	**Early Civilisations-How different were the beliefs in Ancient Egypt?** • Developing awareness of how historians learn about the past using mummies, tombs and pyramids, children learn the place of the **Ancient Egyptians** in time. • Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies. • Investigating the tomb of Tutankhamun, they learn about the importance of Egyptian Pharaohs. • Understand that slavery was part of Egyptian culture. **Significant People:** Tutankhamen, Cleopatra, Hatshepsut, Howard Carter & Lord Carnarvon	**Changes in Britain-Why did the Romans settle in Britain?** • Developing their chronological awareness of AD and BC, children investigate why the **Romans** invaded Britain and how the Celts reacted to the invasion. • They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. • Comparing Roman life to today, children learn how the Romans still influence lives today. • Understand how slaves were used in the Roman Empire. **Significant People:** Julius Caesar, Emperor Claudius, Aurelian Moors & Boudicca
4	**Living Memory-How have children's live changed?** • Investigating the changes in **children's lives** through time, children learn how spare time, children's health and work have changed. • They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury as a **significant person** and his impact on schools and working conditions. **Significant People:** Lord Shaftsbury	**Changes in Britain-How hard was it to invade and settle Britain?** • Developing their understanding of why people invade and settle, children learn about the **Anglo-Saxon** invasion, **Scots** invasion and **Viking** raids. • To understand trade and trade routes • They learn about Anglo-Saxon beliefs and how Christianity spread. • By comparing the Anglo-Saxons to the Romans, they make links and connections, identifying similarities and differences between these civilisations before assessing the contribution of the Anglo-Saxons to life in modern Britain. **Significant People:** King Alfred the Great & Hilda of Whitby	**Changes in Britain-Were the Vikings raiders or peace-loving settlers?** • Extending their understanding of different societies, children learn about the **Vikings**. • They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. • Using new types of sources, they investigate whether the Vikings were raiders or settlers using historical enquiry techniques. • Slavery was part of the Viking way of life. **Significant People:** Alfred the Great, Edward the Confessor, King Ethelred &King Athelstan (first kings of England)

5	**Changes in Britain-What was life like in Tudor England?** • Comparing Henry VIII and Elizabeth I as **significant people**, children learn about the changing nature of monarchy. • They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. • Using **Tudor** inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times. **Significant People:** King Henry VIII, Queen Elizabeth I, William Tyndale, Sir Francis Drake, Francis Bacon	**Influences on Western Culture-What did the Greeks ever do for us?** • Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. • Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations studied were governed and the legacy left today. • Considering the legacy of the **Ancient Greeks**, children learn about the Olympic games, architecture, art and theatre. **Significant People:** Aristotle, Plato, Aspasia, Alexander the Great & Sappho	**Unheard histories: Who should go on the £10 banknote?** • Name the features of a banknote. • Make inferences about a historical figure using a banknote. • Research and explore the achievements of different historical figures. • Make inferences about historical figures from sources. • Describe the legacies of historically significant people • Apply criteria to decide if a person is historically significant and explain why. **Significant People:** Alfred the Great, Elizabeth I, Ellen Wilkinson, Betty Boothroyd, William Tuke, Mary Seacole, Lily Parr, Betty Snowball
6	**Local Study-What does the census tell us about our local area?** • Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, factory and school records. • They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. • Planning their own historical enquiry, they research a local family. **Significant People:** Sir Robert Peel & chosen local family to research	**Non-European Society-Why did the Mayan civilisation decline so quickly?** • Extending their knowledge of civilisations, children will compare and contrast the Mayans to Britons. • They develop their chronological awareness of how the Mayans fit into the timeline of mankind. Learning about the achievements of the Mayans, they make contrasts to the experience of the people of Britain at this time. • Deepening their understanding of the growth of empires, they also learn why the Mayan Empire declined. **Significant People:** Pakal the Great, Jasaw Chan K'awiil, Apoxpalon, Jacinto Canek & Tecun Uman	**Changes in Britain-What was the impact of World War II on the peoples of Britain?** • Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. • They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. • Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II. **Significant People:** Anne Frank, Alan Turing, Winston Churchill, Adolf Hitler & Neville Chamberlin