

History at St Mary's Primary School

Intent:

Our curriculum for history is highly ambitious. The content exceeds the scope of the national curriculum ensuring pupils can develop a rich knowledge of the subjects. We offer a highly rigorous curriculum which places significant emphasis on disciplinary, as well as substantive content. The content of the curriculum is extremely carefully sequenced, within and across the subjects, so that pupils use their knowledge gained from earlier material to enable them to access content later in their journey. This helps pupils see connections within and across the two subjects.

In studying history as a discipline, pupils will:

- use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

How does our study of history support literacy?

As with all subjects in the curriculum, the humanities provide the powerful knowledge that builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. The texts we use in our humanities curriculums give pupils continuous, focused practice in reading and writing, both fiction and non-fiction. Every history lesson is therefore a lesson playing a central part in improving reading. Pupils' extended speaking and writing is likewise

transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned vocabulary acquisition.

How does our study of history directly foster moral values, attitudes and the disposition to challenge and improve our world?

Our curriculum and teaching history fosters the knowledge, skills and dispositions for pupils to:

- thrive through informed curiosity about the world;
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- think critically about how to change the world for the common good;
- gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises;
- understand and value the diverse experiences and contributions of others who may be very different from themselves;
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- understand the power of learned communities working collaboratively to seek truth in their claims about the world;
- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
- build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.

HISTORY

YR

Through teaching and continuous provision, history in EYFS enables children to:

- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- invent, adapt and recount narratives and stories with peers and their teacher
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.
- make comments about what they have heard and ask questions to clarify their understanding
- express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- understand the past through settings, characters and events encountered in books read in class and storytelling
- use words associated with the past including yesterday, last week, last year use past tense when speaking about things that happened in the past
- share their memories of significant events in their own lives.
- talk about things that have changed.
- begin to put these events in order
- share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
- talk about the order of events in a range of familiar stories.
- recognise language in stories that shows the story happened in the past.

Class	Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y1/2	A	Queen Elizabeth II Stories about Elizabeth's birth and childhood.	Learning about the recent past through our communities and families	Stories from the Distant Past	Recent, Local Past Through Photos	Stories of Six Rulers	Ships and Seafarers Through Time
	B	Life in in later Stuart England (1660-1714)	Great change-makers of the world	Queen Victoria and the Victorian period	Children's lives in Victorian times	The Stone Age	Bronze Age and Iron Age
Y3/4	A	Ancient Egypt	Cradles of civilisation	Indus Valley Civilisation	Persia and Greece	Ancient Greece	Alexander the Great
	B	The Roman Republic	The Roman Empire	Roman Britain	Christianity in three empires (300-600CE)	Islamic civilisations (1)	Islamic civilisations (2)
Y5/6	A	Islamic Civilizations (3)	Anglo-Saxon Britain	Vikings in Britain (1) Lady of the Mercians	Norse culture	Vikings in Britain (2) Changing Rulers, Changing Worlds	The Amazon
	B	The Maya	Life in two kingdoms in the African continent	A theme through time (1)	A theme through time (2)	Britain in the era of the Second World War	Local history study – school planned unit