

History Curriculum



Intent

At St Werburgh's Catholic Primary School, we have designed a history curriculum that strives to provide the children with a deep understanding of the history of Britain's past and the world around them. We aim to develop curious thinkers who ask questions about the past and know how events of the past have impacted on their own lives. We are committed to achieving this through an experience rich curriculum where pupils encounter a wide range of topics, enriched by educational visits both in and outside of school to bring history alive.

Our high quality planning, informed by the National Curriculum, aims to equip all pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The engaging, experience rich, history curriculum helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Implementation

History at St Werburgh's Catholic is taught through a topic based approach in mainly half termly blocks throughout the year, focusing on the knowledge and skills stated in the National Curriculum.

The long term plan ensures exposure to a breadth of topics as well as coverage of the National Curriculum objectives across the school. In medium term planning, teachers have created a series of lessons which carefully plan for progression and depth, concentrating on the historical skills suited to each age group to ensure we implement a curriculum that is progressive throughout the whole school. Clear end points are identified for each topic and a sequence of lessons provide pupils with the historical knowledge needed. Teachers build on pupils' prior learning and ensure that consideration is given to the school context and opportunities to build cultural capital. Key vocabulary is promoted during lessons and through displays to promote a language rich history curriculum essential to the successful acquisition of knowledge and understanding in history.

Teachers use their judgement to implement a variety of teaching approaches to deliver history lessons and follow their pupils' interests to ensure their learning is engaging, broad and balanced. Pupils have access to a range of primary and secondary resources to enhance their learning.

Impact

Our History curriculum will ensure all of our pupils, regardless of different backgrounds and starting points, have the same opportunities to explore and enquire about the world in which they live. Knowledge, understanding and skills will be secured and embedded so that all pupils achieve their full potential.

They will develop a curiosity of the world they live in and the historical changes that have taken place over time that have influenced and changed the world in which they live. Pupils will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

ST WERBURGH'S CATHOLIC PRIMARY SCHOOL

Long Term History Curriculum Map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Pre-School	Past and present Make connections between the features of their family and other families.	Past and present Make connections between the features of their family and other families.	Past and present Make connections between the features of their family and other families.	Past and present Make connections between the features of their family and other families.	Past and present Make connections between the features of their family and other families	Past and present Make connections between the features of their family and other families
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Foundation 1	Past and Present Children will know they were a baby.	Past and Present Children will know about Poppy Day and Bonfire Night.	Past and Present Children find out about Chinese New Year. The Year of the Rabbit.	Past and Present Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.	Past and Present Children will find out about St. George's day and how we celebrate.	Past and Present Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Foundation 2	Past and Present Children will know how they have changed from being a baby to being 4/5. Children will be able to talk about members of their immediate family.	Past and Present Children will explore images, stories and artefacts from the past. Children will know about Guy Fawkes and the Gunpowder plot. Children will know that Remembrance Day is to remember soldiers who died in the war.	Past and Present Children will look at images of transport from the past and identify similarities and differences.	Past and Present Children will know that the past is anything before the current day. Children will know that the present is now.	Past and Present Children will know who David Attenborough is and why he is important.	Past and Present Children will look at images of boats/ships from the past and identify similarities and differences.
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	Geography Focus	Childhood Now and Then	Geography Focus	People that Changed the World: Mary Seacole	Geography Focus	Saving lives at Sea.
Key knowledge		<ul style="list-style-type: none"> * To describe their own childhood experiences * To know that the experiences of their grandparents are different * To know that their grandparents played different games and with different toys because of 		<ul style="list-style-type: none"> * To understand that there are significant people in history who made a contribution to society * To identify on a timeline when Mary Seacole lived * To know that Mary Seacole defied prejudices to help sick and 		<ul style="list-style-type: none"> * To know why Grace Darling is still remembered today * To identify on a timeline when Grace Darling lived. * To know how lifeboats have changed since the time of Grace Darling

ST WERBURGH'S CATHOLIC PRIMARY SCHOOL

		advancements in technology over time		wounded soldiers during the Crimean War * To compare and contrast medical practice between past times and the present day and understand historical change		* To know different ways sailors kept safe at sea in the past and how this has changed over time.
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 2	Geography Focus	Great Fire of London	Geography Focus	Titanic	Moon Landings	Geography Focus
Key knowledge		<ul style="list-style-type: none"> * To be able to identify when the Great Fire of London took place * To know what contributed to the rapid spread of the fire and how this changed subsequently * To be able to sequence the main events of the Great Fire of London * To know about a significant individual of the time – Samuel Pepys 		<ul style="list-style-type: none"> * Know what was special about the Titanic and what life was like on board * Know that the Titanic sank in 1912 * Know how and why the 'unsinkable' Titanic sank * Know why more people weren't saved from the Titanic * Know that the sinking of the Titanic was a significant historical event in our own locality 	<ul style="list-style-type: none"> * Understand events beyond living memory that are globally significant – the moon landings * Know about the explorer Neil Armstrong and how his exploration contributed to international achievement * Know about current space exploration 	
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Geography Focus	Stone Age to Iron Age	Ancient Egypt	Geography Focus	Ancient Egypt	Geography Focus
Key knowledge		<ul style="list-style-type: none"> * To begin to understand Britain's pre-history * Be able to map the chronology of the Stone Age through to the Iron Age * To have an understanding of what life would have been like during the Stone Age (eg food, tools and rituals) 	<ul style="list-style-type: none"> * To understand the differences and similarities between ancient Egyptian civilisation and society in Britain at the time (Bronze Age and Iron Age) * To have an understanding of the social structure of Ancient Egyptian life 		<ul style="list-style-type: none"> * To know about Ancient Egyptian gods, beliefs, religion and rituals. * To know about the work of Howard Carter * To understand the significance of the Tomb of Tutankhamun and what it taught us about the Ancient Egyptians. 	

ST WERBURGH'S CATHOLIC PRIMARY SCHOOL

		<ul style="list-style-type: none"> * To compare and contrast farming methods 	<ul style="list-style-type: none"> * To understand how important the river Nile and farming was to Ancient Egyptians * To understand the jobs people had in Ancient Egypt 		
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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 4	Ancient Greece	Geography Focus	Invaders and Settlers: The Roman Empire	Geography Focus	Invaders and Settlers: Life in Roman Britain	Geography Focus
Key knowledge	<ul style="list-style-type: none"> * Know that there are four main time periods of the Greek empire * To have an understanding of everyday life in Ancient Greece eg clothing, architecture, trade, democracy, beliefs and entertainment * Compare and contrast education in Ancient Greece and modern Britain * Know about key figures of the time eg Alexander the Great 		<ul style="list-style-type: none"> * To have an understanding of everyday life in the Roman Empire including entertainment, food and engineering * To understand how the Roman Empire developed, its impact and how the Roman army contributed to this. * To know about Julius Caesar's attempted invasion of Britain. 		<ul style="list-style-type: none"> * To know about life in Britain before the Roman invasion and consider life as a Celt under Roman rule * To know about the British resistance to invasion (Boudica) * To know that the Romans successfully invaded Britain, including their settlement in Chester * To understand the impact and legacy of the Romanisation of Britain. 	

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 5	Geography Focus	Early Islamic Civilisation	Settlement Anglo Saxons & Scots	Geography Focus	Viking & Anglo Saxon Struggle for England	Geography Focus
Key knowledge		<ul style="list-style-type: none"> * To know about the region of early Islamic civilisation and how Baghdad was important to its development. 	<ul style="list-style-type: none"> * Know about the Roman withdrawal from Britain * Know the Scots invaded from Ireland to north Britain 		<ul style="list-style-type: none"> * Know about Viking raids and invasion * Know about the resistance by Alfred the Great and Athelstan 	

ST WERBURGH'S CATHOLIC PRIMARY SCHOOL

		<ul style="list-style-type: none"> * To know about and develop an understanding of the Silk Road and the spice routes * To understand the history of Islamic religion eg Qu'ran, Eid, Ramadan and relevant locations * To understand the legacy of Islamic scholars and thinking 	<ul style="list-style-type: none"> * Know about Anglo-Saxon invasions, settlements and kingdoms 		<ul style="list-style-type: none"> * Know about further Viking invasions and Danegeld * Know about Edward the Confessor and his death in 1066 	
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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 6	The Slave Trade	Liverpool and the Slave trade	Geography Focus	The impact of the Blitz on the children of Birkenhead	Geography Focus	
Key knowledge	<ul style="list-style-type: none"> * Know about the rise in the slave trade as European countries became more involved in West Africa * Know the importance of the trade triangle and have a detailed knowledge of each point of the triangle. * Understand the ethics of slavery 	<ul style="list-style-type: none"> * Know about the port of Liverpool's role in the slave trade. * Know how the city developed as a result of slavery * To know about William Roscoe (abolitionist) MP for Liverpool and slave traders such as Thomas Parr, William Davenport. * Understand how the slave trade came to an end. 		<ul style="list-style-type: none"> * Know when WWII took place * Understand the impact of WWII on the lives of families in Britain * Know how 'the Blitz' affected the daily lives of local people and children * Know about the evacuation of pupils from St Werburgh's to North Wales 		