



ST. MARY'S CE PRIMARY SCHOOL, PUTNEY

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by faith

Values: Endurance, Compassion, Thankfulness

HISTORY CURRICULUM OVERVIEW

SUBJECT LEADER: KIM BARRETT

OUR HISTORY CURRICULUM

Vision: Delivering excellence, allowing all to flourish

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The aim of History teaching here at St Mary's is to excite the children's interest and develop their understanding about the past. Throughout their time here, children are taught a sense of chronology, and develop a sense of identity and a cultural understanding based on their historical heritage. In this way, children learn to value their own and other people's cultures in modern, multicultural Britain. Children are taught to understand how events in the past have influenced their lives today through investigations of past times, people and events. From these investigations, children develop the skills of enquiry, analysis, interpretation and problem solving. History at St Mary's is taught in line with the National Curriculum - children explore a range of time periods through which opportunities for learning in an exciting and meaningful way are enabled. This helps children to make links between different subjects, which, in turn, helps children to understand better how the world works. Through their time at St Mary's, the children are constantly developing high levels of knowledge and skills across the curriculum. They are encouraged to develop the key, life-long skills of research and analysis as well as independent working, time management and presentation skills. This also provides many cross-curricular opportunities for Reading, Writing and Maths. History lessons are taught through a mixture of whole class, group, partner and independent learning, allowing and encouraging children to develop their adaptability, cooperation and communication skills. Through History, we seek to help children to understand the world around them.

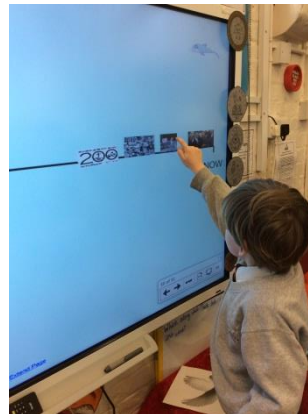
At St Mary's, the impact of pupil learning can be measured through engagement in lessons, quality of work produced and the children's ability to make connections and links within their learning. Lessons equip the children with historical knowledge and skills, which is built upon each year as children progress through the school. Evidence is gathered through pupil voice, summative assessment and photographic evidence.

"I liked learning about kings and queens. For example, Queens Victoria and Prince Albert, and Egyptian pharaohs. I can see how these people lived their life, how they were buried and how they were worshiped." - Xavier (Y4)

"History is about the past and we can learn about things that happened in London a long time ago. I like that." - Hamish (Y1)

"I liked when we all dressed up and had a history show. We learned about all different history like when Neil Armstrong went to the moon." - Alex (Y2)

"I like going back in time to see what people did many years ago." Florence (Y4)



Year 1-2

DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN HISTORY (Y1 - Y2)

National Curriculum - Key stage 1

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 they 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

Year 1

CHRONOLOGICAL UNDERSTANDING	HISTORICAL KNOWLEDGE AND INTERPRETATION	HISTORICAL ENQUIRY
<ul style="list-style-type: none"> ▪ WALT: understand what history is ▪ WALT: place periods of history in chronological order ▪ WALT: place known events in chronological order ▪ WALT: understand the difference between recent history and ancient history ▪ WALT: sequence and recount events that occurred within living memory ▪ WALT: recount events that occurred beyond living memory ▪ WALT: use words and phrases that relate to the passing of time* <p style="margin-top: 20px;">*Including: new, old, a long time ago, then and now</p>	<ul style="list-style-type: none"> ▪ WALT: give a personal account of an event ▪ WALT: share historical knowledge about aspects of the past (through talking, drawing or writing) ▪ WALT: recount significant events from the past and why they are significant ▪ WALT: recount significant people and events in local history ▪ WALT: recall some significant people from the past and why they are significant ▪ WALT: compare different periods of history ▪ WALT: give reasons for changes that occur over time ▪ WALT: understand how different people and events from the past influence life today 	<ul style="list-style-type: none"> ▪ WALT: understand how we find out about the past ▪ WALT: ask relevant questions about the past ▪ WALT: use simple sources to answer questions about the past ▪ WALT: sort objects from the past into 'now' and 'then' ▪ WALT: find out about a person or event from the past

Year 2

CHRONOLOGICAL UNDERSTANDING	HISTORICAL KNOWLEDGE AND INTERPRETATION	HISTORICAL ENQUIRY
<ul style="list-style-type: none"> ▪ WALT: understand what the past is and use words and phrases that relate to the passing of time ▪ WALT: place events in chronological order, giving reasons for their choices ▪ WALT: place artefacts in chronological order, giving reasons for their choices ▪ WALT: begin to be able to estimate or have knowledge of how long ago a historical event occurred ▪ WALT: identify similarities and differences between ways of life in different time periods ▪ WALT: describe key events within our life using appropriate historical vocabulary <p>*Including: past, present, future, ancient, recent, before and after</p>	<ul style="list-style-type: none"> ▪ WALT: recount events in the life of significant historical figures* ▪ WALT: recount significant events in history, giving reasons for why they might have occurred** ▪ WALT: compare life now with life in a different time period ▪ WALT: explain why certain people in the past did certain things ▪ WALT: understand that there might be different accounts of the same event and give reasons why ▪ WALT: understand what parliament and democracy is and why they are important ▪ WALT: record historical learning through drawing and writing <p>*Including those from Britain **Including events that took place in and/or affected Britain</p>	<ul style="list-style-type: none"> ▪ WALT: recall different ways that we can find out about the past ▪ WALT: find out about events in the past using a range of sources ▪ WALT: research the life of someone from the past using a range of sources ▪ WALT: connect celebrations with historical events (e.g. Guy Fawkes Night) ▪ WALT: find out about local history using different sources

Year 3-6

DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN HISTORY (Y3 - Y6)

National Curriculum - Key stage 2

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. 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
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- □ 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 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.

Year 3

CHRONOLOGICAL UNDERSTANDING

- WALT: describe events and time periods using the words: BC, AD, ancient, decade and century
- WALT: describe events from the past using dates
- WALT: use a timeline within a specific time in history to order events chronologically
- WALT: use mathematical knowledge to work out how long ago events occurred

HISTORICAL KNOWLEDGE AND INTERPRETATION

- WALT: compare life for early man to life now
- WALT: understand what life would have been like for the early settlers
- WALT: understand what invaders are and how they influenced life
- WALT: recognise that Britain has been invaded by several different groups over time
- WALT: explain why certain events in history happened as they did
- WALT: explain the motives of certain people in History

HISTORICAL ENQUIRY

- WALT: understand the role of archaeologists in helping us understand the past
- WALT: answer questions using a variety of sources
- WALT: use various sources to find clues about a period in history
- WALT: research a specific event from the past using a variety of sources
- WALT: use research skills to write about historical time periods
- WALT: use research skills to compare different periods of history

Year 4

CHRONOLOGICAL UNDERSTANDING	HISTORICAL KNOWLEDGE AND INTERPRETATION	HISTORICAL ENQUIRY
<ul style="list-style-type: none"> ▪ WALT: place historical periods in chronological order ▪ WALT: use historical terms relating to the period being studied* ▪ WALT: plot known historical events on a timeline ▪ WALT: place time periods on a timeline ▪ WALT: use mathematical skills to round up time differences into centuries and decades 	<ul style="list-style-type: none"> • WALT: understand that sources can contradict each other • WALT: communicate learning in an appropriate way (using appropriate terminology) • WALT: explain how events from the past have helped shape our lives • WALT: compare how people who lived in the past lived differently from us today • WALT: recognise that the lives of wealthy people were very different from those of poor people • WALT: understand how artefacts from the past help to build up an accurate picture of how people lived in the past 	<ul style="list-style-type: none"> ▪ WALT: understand the role of archaeologists in helping us understand the past ▪ WALT: answer questions using a variety of sources ▪ WALT: use various sources to find clues about a period in history ▪ WALT: research a specific event from the past using a variety of sources ▪ WALT: use research skills to write about historical time periods ▪ WALT: use research skills to compare different periods of history

Year 5

CHRONOLOGICAL UNDERSTANDING	HISTORICAL KNOWLEDGE AND INTERPRETATION	HISTORICAL ENQUIRY
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- WALT: to use dates and historical language
- WALT: draw a timeline with different time periods outlined
- WALT: draw a timeline showing when certain events occurred
- WALT: draw a timeline showing when famous people lived
- WALT: create a timeline which outlines the development of specific features*
- WALT: use mathematical skills to work out exact time scales and time differences

*such as medicine, weaponry, transport, etc.

- WALT: describe historical events from the different period/s being studied
- WALT: make comparisons between historical periods; explaining similarities and differences
- WALT: explain how significant events in history have helped shape the country we have today
- WALT: understand that wars are often associated with invasion, conquering or religious differences
- WALT: explain how major events influence progress e.g. in healthcare or architecture

- WALT: test out a hypothesis in order to answer a question
- WALT: explain how historical artefacts have helped us understand more about British lives in the past

Year 6

CHRONOLOGICAL UNDERSTANDING	HISTORICAL KNOWLEDGE AND INTERPRETATION	HISTORICAL ENQUIRY
<ul style="list-style-type: none"> ▪ WALT: say where a period of history fits on a timeline ▪ WALT: place a specific event on a timeline by decade ▪ WALT: place features of historical events and people in a chronological framework ▪ WALT: understand that some ancient civilizations showed greater advancements than people who lived centuries after them 	<ul style="list-style-type: none"> • WALT: summarise the main events from a specific period in history* • WALT: explain Britain's influence on world history • WALT: explain what Britain might have learnt from other countries and civilizations • WALT: describe features of historical events, people and periods studied • WALT: recognise and describe differences and similarities/changes and continuity between different periods of history <p style="margin-top: 20px;">*explaining the order in which key events happened</p>	<ul style="list-style-type: none"> ▪ WALT: compare sources and say how the author might be attempting to persuade or give a specific viewpoint ▪ WALT: identify and explain what propaganda is giving examples of when and why it has been used ▪ WALT: describe a key event from Britain's past using a range of evidence from different sources ▪ WALT: suggest why there may be different interpretations of events ▪ WALT: suggest why certain events, people and changes might be seen as more significant than others ▪ WALT: ask and answer historical questions