



## Our History Curriculum

### History Intent


Our History curriculum includes termly topics for all children from Year 1 to Year 6, mainly taught in chronological order and embedded in our English curriculum through links with high-quality texts. A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Visits and wider opportunities inspire pupils' curiosity to know more about the past and deepen their understanding of their place in time. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. We teach this discretely and within other curriculum subjects such as English and Art.

### EYFS Statement Relating to History

In the Early Years Foundation Stage, children begin to develop understanding of their own ability and the progression of their own skills and independence as they grow up. This emerging knowledge is used to explore early historical skills. Children begin to make sense of their physical and natural world around them through hands-on, practical opportunities to learn about people, places, technology and the environment. Through carefully selected topics, children look closely into the past and present, their life and the people close to them, changes in themselves and their natural environment and the sequencing of characters from well-known stories. As children's confidence develops, they are encouraged to recall their favourite memories and share special events from the past. The children are given ample opportunities to act these out through child-led role play (which coincides with the chosen topics). As the children look closely at different topic books, they are given experiences to sequence events and characters and discuss how things have happened in order. Story maps support this knowledge. As the seasons change, the children look at the changes they can visibly see in their own outdoor area and the changes over time, relating this to the seasons.

	<b>KS1</b>	<b>KS2</b>
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	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<b>Progression and themes</b>	<p><b><u>Queen Victoria and the Victorian Seaside</u></b> Children use videos, pictures and physical sources to learn about life in Victorian times. They place it on a timeline and look at what has happened between then and now. Children ask questions about what they would like to know about the Victorian times and discuss how they think we could find the answers.</p> <p>Children look at and sort toys from now and then, discussing why they think they are modern or from the past. What do they tell us about the past? They look at homes then and now looking for similarities and differences. What do we think it was like to live in the Victorian home?</p> <p>Children Hot Seat Queen Victoria and find out why she was such an important person.</p> <p>Pupils compare a Victorian beach holiday and a</p>	<p><b><u>The voyages and discoveries of Captain Cook</u></b> Children learn about the life of Captain Cook and his links to our local area. They investigate life in the time of Captain Cook and how it differs to now.</p> <p><b><u>Neil Armstrong and the first moon landing</u></b> Children learn about Neil Armstrong and why he was famous and discuss the global impact of a human walking on the moon for the first time. Children think about his famous quote and discuss its meaning.</p> <p><b><u>The Great Fire of London, the Plague and Samuel Pepys</u></b> Children research Samuel Pepys and find out about his life, read different sources of evidence about The Great Fire of London and discuss/identify similarities and differences. Children sequence the events of the Great Fire and discuss the</p>	<p><b><u>Changes in Britain from the Stone Age to the Iron Age.</u></b> Children explore the timeline and order events. Children understand how our knowledge of the past is constructed from a range of sources by investigating cave paintings. Children investigate animals in the Stone Age and tools and weapons. They sample foods available to the hunter gatherers in the Stone Age and note connections, contrasts and trends over time developing the appropriate use of historical terms by looking at different homes from the Palaeolithic, Mesolithic and Neolithic times. Children explore Skara Brae and see how changes happened from Neolithic hunter-gatherers to early farmers.</p> <p><b><u>Ancient Egypt</u></b> Children order a timeline of significant events. Learn about the discovery of Tutankhamun's Tomb classifying and describing</p>	<p><b><u>The Roman Empire and its impact on Britain</u></b> Children learn about the Romans and Julius Caesar's attempted invasion; what their lives were like, the impact of the Roman Empire and develop an understanding of Roman buildings and structures and the impact they had on Britain. Children learn about the successful invasion by Claudius and conquest including Hadrian's Wall (Segedunum). The impact of British resistance (e.g. Boudicca).</p> <p><b><u>Britain's settlement by Anglo-Saxons and Viking raids and invasions</u></b> Children make a PowerPoint presentation on the Anglo-Saxons and present this.</p> <p>Children create a timeline of events of the Romans, Anglo-Saxons and Vikings. Children learn about the Vikings, why they came, where they settled and why. They will also learn</p>	<p><b><u>Tudors</u></b> Children learn about what life was like in Tudor England. They learn about crime and punishment and how and why punishments and crimes have changed by comparing them with modern Britain; common crimes and why, having considered society during Tudor times, they were the most common. Linked to religious education, children also learn about Henry VIII's impact on religion and the reasons why he made changes. Children consider how illnesses were diagnosed and treated; how and why diseases spread and how this affected life expectancy. Linked to geography, children learn about Sir Francis Drake, the Spanish Armada and England's relationship with Spain.</p> <p><b><u>Victorians</u></b> Children are introduced to the Victorians they use historical resources to find</p>	<p><b><u>WW1 and WW2</u></b> Using the book 'Friend or Foe' as a stimulus, children study the causes of WW2 and how this impacted on the lives of children in the UK and the wider effects on the country. To enrich this they dress as evacuees and take part in three activities at Ryedale Folk Museum followed by visiting Pickering during their 'War Weekend' event which immerses the children into the life of an evacuee. To coincide with Remembrance Day the children learn the causes, events and aftermath of WW1- largely through poetry- and how this led to WW2.</p> <p>Children study the 'Diary of Anne Frank' and write a biography about her. Linked to this the children study the Jewish faith as well as looking at the Holocaust and their persecution during the war. (British Values: tolerance).</p> <p><b><u>Everest</u></b></p>



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	<p>modern beach holiday – what is the same? What is different? How do we know?</p> <p>Compare modern everyday life with the Victorian times.</p>	<p>factors, which had an impact on the disaster.</p> <p><b><u>A significant turning point in British history: the first railways and George Stephenson</u></b></p> <p>Children will enjoy researching and learning about the history of the railway and George Stephenson, find out why he is famous and how his father, Robert Stephenson, had such a huge impact on his life. Children create a timeline of events and compare similarities and differences in the railway from then and now.</p>	<p>historical sources. They research pyramids, pharaohs and general life in the period. Children order the mummification process. <b>Children study the Mayans.</b></p> <p><b><u>Ancient Greece</u></b></p> <p>Children explore Ancient Greek civilisation and compare it to others in this period of time and explore the impact of the Ancient Greek empire and democracy at this time. They research Ancient Greek artefacts by carrying out an archaeological dig and then analyse the different sources of information via research into Greek Myths and Legends.</p>	<p>about how England was divided into kingdoms and about the many kings during this period. They will find out about their way of life and how it was different to life today.</p>	<p>out about the Victorian period and create a timeline of events. They learn about the life of Queen Victoria and to think about why Queen Victoria became such a popular monarch. Children explain how new inventions changed people's lives during the Victorian period. They will explain how the industrial revolution changed Britain. They will find out how the introduction of the railways changed travel and trade. Life as a child in Victorian times will be studied including what they wear.</p>	<p>Children learn about the history of climbing Everest. They investigate whether Mallory and Irvine were the first to conquer Everest and use a range of secondary sources to inform their opinion. They look at advances in skills and technology which enabled Hillary and Norgay to truly conquer Everest.</p>
<b>Black History studies</b>	<p>Lenny Henry</p> <p>Share learning about Lenny Henry during an assembly during Black History month. Link to Comic Relief.</p>	<p>Barack Obama</p> <p>Share learning about Barack Obama during an assembly during Black History month.</p>	<p>Lewis Hamilton</p> <p>Share learning about Lewis Hamilton during an assembly during Black History month.</p>	<p>Mary Seacole</p> <p>Share learning about Mary Seacole during an assembly during Black History month.</p>	<p>Nelson Mandela</p> <p>Share learning about Nelson Mandela during an assembly during Black History month.</p>	<p>Martin Luther-King</p> <p>Share learning about Martin Luther-King during an assembly during Black History month.</p>

<b>Subject content</b>	<p><b>Key stage 1</b></p> <p>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</p>	<p><b>Key stage 2</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives from the Stoneage through to WW2 and the conquering of Everest. 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</p>
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	<p>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.</p> <p>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 stage 2.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the voyages of Captain Cook and the moon landings];</li> <li>• 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 [Samuel Pepys, Captain Cook, Queen Victoria, George Stephenson, LS Lowry, Neil Armstrong]</li> <li>• significant historical events, people and places in our own locality.</li> </ul>	<p>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. Often, where appropriate, our history teaching will be supported by a high-quality text, such as Friend or Foe.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age.</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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.</li> </ul>
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<b>Educational Visits</b>	Preston Hall Museum visit or Saltburn	Captain Cook Museum Shildon or York Railway Museum	Hancock Museum/ Oriental Museum – Durham University	Segedunum Jorvik Centre	Beamish Ryedale Folk Museum (Tudors)	Pickering – War Day Ryedale Folk Museum (WW2)



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