

History Longterm Overview



National Curriculum (overview of learning)

EYFS - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. The development of children's spoken language underpins all seven areas of learning and development within the Early Years. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively

KS1 – 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.

KS2 – 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.

<p>Curriculum Intent</p>	<p>At St. Teresa’s Catholic Primary School, the aim of History teaching is to ensure that all pupils are given the opportunity to learn about the past in Britain and the wider world. History 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. History is a valued part of the curriculum at our school providing learning opportunities to spark the children’s curiosity and to inspire them to learn about real people and events, set in a context of time. We aim to equip the children with lifelong learning; to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. At St. Teresa’s Catholic Primary School, we understand our responsibility in preparing the children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society.</p>
<p>Implementation</p>	<p>The History curriculum has recently been reinvented by History subject leaders at St. Teresa’s. Pupils are taught about real people and real events that have shaped Britain and the wider world. As the children develop their historical knowledge, we aim to develop their skills in chronology as they learn where these events fit within in a timeline. The children are able to develop their understanding of historical concepts and methods of historical enquiry. In the Foundation Stage, the children develop their understanding of the world they live in through experiences that introduce the concept of time and change. Children learn how their lives change and apply their understanding of change by looking at significant individuals and how they brought about change to the world. In Key Stage One, the children are taught about significant events and people through a rolling programme. The children learn how the world has changed based on their prior-learning from Foundation Stage. Children develop their chronological understanding, historical enquiry skills and vocabulary by contrasting life now to life then. In Key Stage Two, the children are taught using a rolling programme which ensures that all children get a breadth and depth of events in the past. The topics have been arranged in chronological order so that the children can apply their prior learning of the way people and events can shape the world to a wider breadth of historical events and people such as contrasts, connections and trends over time.</p>
<p>Measuring the Impact</p>	<p>Teacher’s monitor each child’s progress using formative assessment and adjust their teaching accordingly to suit the needs of the individuals. Children are interviewed on an informal basis during lesson observations by the History Subject Leader, to gauge pupil’s opinions about the teaching of History and the understanding of skills learned, such as chronological awareness. History books and plans are monitored by the Subject Leader to ensure full curriculum coverage. In addition, Governors and the Subject Leading Team are informed of progress, updates and impact on children’s learning in History through a presentation.</p>

Laying the foundations for History within EYFS

In the **Foundation Stage**, the children develop their understanding of the world they live in through experiences that introduce the concept of time and change. Children learn how their lives change and apply their understanding of change by looking at significant individuals and how they brought about change to the world.

Understanding the World	Autumn	Spring	Summer
Topics	All about me & All around me	Heroes	Come outside
Coverage	<p>The children will explore families through stories and discuss how they have changed and grown. The children will identify their different activities throughout the day and the clothes that they wear.</p> <p>The children will explore significant events and celebrations. Sharing their own experience and memories of family celebrations and fun family experiences.</p>	<p>The children will explore toys from the past and the present. They will share their favourite toy and listen to an adult's experience of their favourite toys. The children will explore toys from the past through a museum loan.</p> <p>The children will talk about significant people through the people around them and the roles that they play.</p> <p>Through stories, the children will find out about Rosa Parks and Florence Nightingale. The children will explore how hospitals have changed.</p>	<p>The children will begin to sequence stories that are both real and fictional. This will include the children recalling their school trip to the farm.</p> <p>The children will recount and share family experiences of holidays. The children will explore how holidays have changed over time and explore videos and pictures of Victorian holidays. The children may discuss how they travel and will read the story of Amelia Earhart.</p>

Generalised learning through the year:

Through interactions talking about what they did yesterday, last week, last year.

Personal history – how they celebrate their birthdays and family events

Chronology – Explore timeline looking at previous learning and activities.

Learning about the family traditions from other cultural backgrounds.

Complete daily weather and day charts.

Listen to a range of traditional tales, explore and compare to new stories – Know that some stories are old and some are new.

The Early Years team will also look carefully at how children express their early historical knowledge and skills using communication and language skills.

Understanding the World Early Learning Goal: By the end of the Summer term, children at the expected level of development will meet the ELGs detailed below.



Understanding the World	Communication and Language	
Past and Present	Listening, Attention and Understanding	Speaking
<p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> ➤ Talk about the lives of the people around them and their roles in society ➤ 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. 	<p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> ➤ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ➤ Make comments about what they have heard and ask questions to clarify their understanding ➤ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> ➤ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ➤ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ➤ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

CYCLE A

KS1 Content	Historical enquiry	Using evidence	Communicating about the past
<p>Autumn: <i>World War 2</i> Big Question: What would life have been like for us in World War II?</p>	<p>Chronology: How has life changed since WWII? Historical Significance: Who died in our local area?</p>	<p>Diversity: What did women do during the war? Historical interpretation: What evidence do we have of life in WWII?</p>	<p>Cause and Consequence: Why do we have war memorials? Change and Continuity: What is Remembrance Sunday?</p>
<p>Summer: <i>Learie Constantine</i> Big Question: Who was Learie Constantine and what is he remembered for?</p>	<p>Chronology: Who do we think is significant in our own time? Historical Significance: What is Learie remembered for?</p>	<p>Diversity: What was life like for him? Historical interpretation: What was the Trinity Cross? Is it such a 'high' honour?</p>	<p>Cause and Consequence: Did he change events at the time he lived? Change and Continuity: Was he a good example of how to live and behave?</p>
<p>Summer: <i>Inventors</i> Big Question: How significant were Tim Berners Lee and Marie Curie?</p>	<p>Chronology: How have people become significant inventors? Why was the invention significant at that time? Do we have any now? Historical Significance: Who was Tim Berners Lee and Marie Curie?</p>	<p>Diversity: What was it like to be a female scientist? Historical interpretation: How do we know about their work?</p>	<p>Cause and Consequence: What was life like before their invention? Change and Continuity: How have their inventions affected life today? Do we still use them?</p>

LKS2 Content	Historical enquiry	Using evidence	Communicating about the past
<p>Autumn: <i>The Romans</i> Big Question: How successful was the Roman Invasion of Britain and how did life change?</p>	<p>Chronology: Why did the Romans invade Britain? Historical Significance: Who was Queen Boudicca?</p>	<p>Diversity: Did Native Britons welcome or resist them? Was life made easier? Historical interpretation: Was Boudicca's rebellion a failure?</p>	<p>Cause and Consequence: Why were the Roman army successful? Change and Continuity: How did they influence the culture of Britain? What evidence of Roman Rule is still here today?</p>
<p>Spring: <i>The Anglo-Saxons</i> Big Question: Was life better in Anglo-Saxon or Roman Britain?</p>	<p>Chronology: What happened to Britain when the Romans left? Historical Significance: Who was Harold II?</p>	<p>Diversity: What did they bring to Britain? Historical interpretation: Should the battle of Hastings have taken place?</p>	<p>Cause and Consequence: Was life better in Anglo-Saxon Britain? Change and Continuity: Could they have prevented a Viking invasion?</p>
<p>Summer: <i>The Vikings</i> Big Question: Was it a struggle for the Kingdom of England?</p>	<p>Chronology: Were the Vikings invaders or settlers? Historical Significance: Who was King Alfred? What limitations did he create for the Vikings?</p>	<p>Diversity: What did they bring to Britain? Historical interpretation: How successful was Dane Law? What did it do for the Vikings?</p>	<p>Cause and Consequence: Was life better in Anglo-Saxon Britain? Change and Continuity: What did they leave behind?</p>

UKS2 Content	Historical enquiry	Using evidence	Communicating about the past
<p>Autumn: <i>Ancient Egypt</i> Big Question: What was different about daily life in Ancient Egypt?</p>	<p>Chronology: Was everyone an Ancient Egyptian during that time? Historical Significance: Who was Tutankhamun?</p>	<p>Diversity: What were their beliefs about life after death? Historical interpretation: How important was the River Nile?</p>	<p>Cause and Consequence: How easy was life for farmers? Change and Continuity: What were their achievements?</p>
<p>Spring: <i>Ancient Maya</i> Big Question: How different was daily life in Ancient Maya?</p>	<p>Chronology: Who were the Maya and why are they important? Historical Significance: Who was Pakal The Great?</p>	<p>Diversity: What was life like for Mayan women? Historical interpretation: How reliable are historians accounts of the Ancient Maya civilisation?</p>	<p>Cause and Consequence: How did their religious beliefs influence their daily lives? How do we still see their influence today? Change and Continuity: What was their legacy?</p>
<p>Summer: <i>Ancient Greece</i> Big Question: What was different about daily life in Ancient Greece?</p>	<p>Chronology: Who were the Ancient Greeks and why are they important? Historical Significance: Who was Alexander The Great?</p>	<p>Diversity: What was their beliefs? Historical interpretation: How do we know what life was like in Ancient Greece?</p>	<p>Cause and Consequence: Was life easy in Ancient Greece? Change and Continuity: Can we thank the Ancient Greeks for anything in our lives today?</p>

CYCLE B

KS1 Content	Historical enquiry	Using evidence	Communicating about the past
<p>Autumn: <i>The Great Fire of London</i> Big Question: What lessons were learnt from The Great Fire of London?</p>	<p>Chronology: How has London changed since 1666? Historical Significance: Who was Samuel Pepys? Why is he so important?</p>	<p>Diversity: Why did it spread so quickly and how were people affected differently? Historical interpretation: How do we know about the fire?</p>	<p>Cause and Consequence: Why was the fire so 'great'? Change and Continuity: What have we learnt since The Great Fire of London?</p>
<p>Summer: <i>Penwortham in the past</i> Big Question: How was John Horrocks influential to our area?</p>	<p>Chronology: How has Penwortham changed through the years? Historical Significance: Who was John Horrocks? Why is he important?</p>	<p>Diversity: Is it fair that not everyone went to school? Historical interpretation: Would you be happy to work for John Horrocks?</p>	<p>Cause and Consequence: What was life like in Penwortham? Change and Continuity: What is Penwortham industry like today?</p>
<p>Summer: <i>Explorers</i> Big Question: How did people explore the world?</p>	<p>Chronology: How did people explore the world in the past? Historical Significance: Who explored the world by travelling to the moon? Who explored the world by a boat?</p>	<p>Diversity: Are astronauts always men? Historical interpretation: Was their exploration a success?</p>	<p>Cause and Consequence: How can we explore the world today? Change and Continuity: How would you get to the sea 100 years ago from Penwortham?</p>

LKS2 Content	Historical enquiry	Using evidence	Communicating about the past
Autumn: Stone Age to Iron Age Big Question: How has life evolved and changed since the Stone Age?	Chronology: What was 'new' about the New Stone Age? Historical Significance: Is Queen Gwendolen fact or fiction?	Diversity: What was brought to Britain? Historical interpretation: Which was better, Stone Age or Iron Age?	Cause and Consequence: How hard was life in the Stone Age? Change and Continuity: How did life become easier in the Bronze Age?
Spring: Lancashire Cotton Mill Industry Big Question: How significant was the Cotton Trade for the people of Lancashire?	Chronology: Where did our clothes used to come from? Historical Significance: Who was Henry Ashworth?	Diversity: What was life like for the Lancashire Cotton factory workers? Historical interpretation: How significant was the Cotton Trade?	Cause and Consequence: How did the 1862 cotton famine affect Lancashire? Change and Continuity: Where do our clothes come from now?
Summer: The Great Plague Big Question: What was 'great' about the Great Plague?	Chronology: What was London like before The Great Fire of London? Historical Significance: Who was William Mompesson?	Diversity: How were people affected differently? Historical interpretation: Were pits necessary in the Great Plague?	Cause and Consequence: Why did it spread so quickly? How did it spread outside of London? Change and Continuity: How did London recover?

UKS2 Content	Historical enquiry	Using evidence	Communicating about the past
<p>Autumn: <i>The Elizabethans</i> Big Question: Was it all banquets and fun?</p>	<p>Chronology: What do we understand by Elizabethan times? Historical Significance: Who was Queen Elizabeth I?</p>	<p>Diversity: What was it like to live in Elizabethan times beyond Elizabeth's court? Historical interpretation: Does the story of Sir Francis Drake tell us everything we need to know about the Tudor world?</p>	<p>Cause and Consequence: How safe was it in Elizabethan times? Change and Continuity: What was learnt from Elizabeth's reign?</p>
<p>Spring: <i>The Blitz</i> Big Question: What was significant about The Blitz?</p>	<p>Chronology: WWII: Whose war? Historical Significance: Who was Winston Churchill? What was the Battle of Britain?</p>	<p>Diversity: New opportunities: How significant was the impact of WWII on women? Historical interpretation: How well does a fictional story tell us what it is like to be an evacuee?</p>	<p>Cause and Consequence: When was the most dangerous time to live? How different was the Blitz? Change and Continuity: What was the impact of WWII on people in our locality? What changed?</p>
<p>Summer: <i>The Transatlantic Slave Trade</i> Big Question: What was life like during the Transatlantic Slave Trade?</p>	<p>Chronology: When was the peak of the Transatlantic Slave Trade reached? Historical Significance: What was The Hope?</p>	<p>Diversity: What was life like for enslaved black people in British history? Historical interpretation: What do the sources we see tell us about the Transatlantic Slave Trade?</p>	<p>Cause and Consequence: How was Lancashire dependent on the Transatlantic Slave Trade? Change and Continuity: What happened for it to be abolished?</p>