

## History Longterm Overview



### National Curriculum (overview of learning)

**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><b>Curriculum Intent</b></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><b>Implementation</b></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 <b>Foundation Stage</b>, 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 <b>Key Stage One</b>, 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 <b>Key Stage Two</b>, 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><b>Measuring the Impact</b></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>

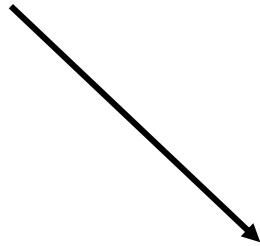
## Laying the foundations for History within EYFS

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
<b>Topics</b>	<b>All about me and All Around Me</b>	<b>Heroes</b>	<b>Come Outside</b>
<b>Coverage</b>	<p>Talk about our past experiences at preschool and compare with similarities and differences they share with school.</p> <p>Name and describe people who are familiar to them. Talk about members of their immediate family and community.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Can talk about what they have done with their families during Christmas' in the past. Some children may be able to describe past traditions.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Talk about members from world history and their significance (Queen etc). Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand that some places are special to members of their community. Talk about the lives of the people around them and their roles in society.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Recognise hero's in our local community. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Begin to make sense of their own life-story and family's history. Recognising the significant features of a hero.</p>	<p>Talk about the changes to our school. Has it changed since any of our family came to school?</p>

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"> <li>➤ Talk about the lives of the people around them and their roles in society;</li> <li>➤ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>➤ Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>➤ 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;</li> <li>➤ Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>➤ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>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.</p>

## CYCLE A

KS1 Content	Historical enquiry	Using evidence	Communicating about the past
<p><b>Autumn:</b> <i>World War 2</i> <b>Big Question:</b> What would life have been like for us in World War II?</p> <p><b>Catholic Social Teaching:</b> <b>Human Dignity:</b> Who were the rescuers of WWII?</p>	<p><b>Chronology:</b> How has life changed since WWII?</p> <p><b>Historical Significance:</b> Who died in our local area?</p>	<p><b>Diversity:</b> What did women do during the war?</p> <p><b>Historical interpretation:</b> What evidence do we have of life in WWII?</p>	<p><b>Cause and Consequence:</b> Why do we have war memorials?</p> <p><b>Change and Continuity:</b> What is Remembrance Sunday?</p>
<p><b>Spring:</b> <i>Learie Constantine</i> <b>Big Question:</b> Who was Learie Constantine and what is he remembered for?</p> <p><b>Catholic Social Teaching:</b> <b>Solidarity:</b> How did he stand up for justice?</p>	<p><b>Chronology:</b> Who do we think is significant in our own time?</p> <p><b>Historical Significance:</b> What is Learie remembered for?</p>	<p><b>Diversity:</b> What was life like for him?</p> <p><b>Historical interpretation:</b> What was the Trinity Cross? Is it such a 'high' honour?</p>	<p><b>Cause and Consequence:</b> Did he change events at the time he lived?</p> <p><b>Change and Continuity:</b> Was he a good example of how to live and behave?</p>
<p><b>Summer:</b> <i>Inventors</i> <b>Big Question:</b></p>	<p><b>Chronology:</b> How have people become significant inventors? Why was the</p>	<p><b>Diversity:</b> What was it like to be a female scientist?</p>	<p><b>Cause and Consequence:</b> What was life like before their invention?</p>

How significant were Tim Berners Lee and Marie Curie?

**Catholic Social Teaching:**

**Common Good:** How did their inventions change lives?

invention significant at that time? Do we have any now?  
**Historical Significance:**  
Who was Tim Berners Lee and Marie Curie?

**Historical interpretation:** How do we know about their work?

**Change and Continuity:** How have their inventions affected life today? Do we still use them?

LKS2 Content	Historical enquiry	Using evidence	Communicating about the past
<p><b>Autumn:</b> <i>The Romans</i> <b>Big Question:</b> How successful was the Roman Invasion of Britain and how did life change?</p> <p><b>Catholic Social Teaching:</b> <b>Distributive justice:</b> Was it fair that some people had so much while others had so little?</p>	<p><b>Chronology:</b> Why did the Romans invade Britain? <b>Historical Significance:</b> Who was Queen Boudicca?</p>	<p><b>Diversity:</b> Did Native Britons welcome or resist them? Was life made easier? <b>Historical interpretation:</b> Was Boudicca's rebellion a failure?</p>	<p><b>Cause and Consequence:</b> Why were the Roman army successful? <b>Change and Continuity:</b> How did they influence the culture of Britain? What evidence of Roman Rule is still here today?</p>
<p><b>Spring:</b> <i>The Anglo-Saxons</i> <b>Big Question:</b> Was life better in Anglo-Saxon or Roman Britain?</p> <p><b>Catholic Social Teaching:</b> <b>Participation:</b> How did everyone in a village play a role in helping it succeed?</p>	<p><b>Chronology:</b> What happened to Britain when the Romans left? <b>Historical Significance:</b> Who was Harold II?</p>	<p><b>Diversity:</b> What did they bring to Britain? <b>Historical interpretation:</b> Should the battle of Hastings have taken place?</p>	<p><b>Cause and Consequence:</b> Was life better in Anglo-Saxon Britain? <b>Change and Continuity:</b> Could they have prevented a Viking invasion?</p>
<p><b>Summer:</b> <i>The Vikings</i> <b>Big Question:</b></p>	<p><b>Chronology:</b> Were the Vikings invaders or settlers?</p>	<p><b>Diversity:</b> What did they bring to Britain?</p>	<p><b>Cause and Consequence:</b> Was life better in Anglo-Saxon Britain?</p>

Was it a struggle for the Kingdom of England?

**Catholic Social Teaching:**

**Subsidiarity:** Why was it good for Viking communities to solve problems locally?

**Historical Significance:**  
Who was King Alfred?  
What limitations did he create for the Vikings?

**Historical interpretation:**  
How successful was Dane Law? What did it do for the Vikings?

**Change and Continuity:** What did they leave behind?

UKS2 Content	Historical enquiry	Using evidence	Communicating about the past
<p><b>Autumn:</b> <i>Ancient Egypt</i> <b>Big Question:</b> What was different about daily life in Ancient Egypt?</p> <p><b>Catholic Social Teaching:</b> <b>Stewardship:</b> How did the Ancient Egyptians care for the Nile?</p>	<p><b>Chronology:</b> Was everyone an Ancient Egyptian during that time? <b>Historical Significance:</b> Who was Tutankhamun?</p>	<p><b>Diversity:</b> What were their beliefs about life after death? <b>Historical interpretation:</b> How important was the River Nile?</p>	<p><b>Cause and Consequence:</b> How easy was life for farmers? <b>Change and Continuity:</b> What were their achievements?</p>
<p><b>Spring:</b> <i>Ancient Maya</i> <b>Big Question:</b> How different was daily life in Ancient Maya?</p> <p><b>Catholic Social Teaching:</b> <b>Option for the Poor:</b> Do you think it was fair that people worked so hard while the rulers had so much?</p>	<p><b>Chronology:</b> Who were the Maya and why are they important? <b>Historical Significance:</b> Who was Pakal The Great?</p>	<p><b>Diversity:</b> What was life like for Mayan women? <b>Historical interpretation:</b> How reliable are historians accounts of the Ancient Maya civilisation?</p>	<p><b>Cause and Consequence:</b> How did their religious beliefs influence their daily lives? How do we still see their influence today? <b>Change and Continuity:</b> What was their legacy?</p>

**Summer:**

***Ancient Greece***

**Big Question:**

What was different about daily life in Ancient Greece?

**Catholic Social Teaching:**

**Common Good:**

Why is it important for people to have a say in decision that affect their lives?

**Chronology:** Who were the Ancient Greeks and why are they important?

**Historical Significance:** Who was Alexander The Great?

**Diversity:** What was their beliefs?

**Historical interpretation:** How do we know what life was like in Ancient Greece?

**Cause and Consequence:**

Was life easy in Ancient Greece?

**Change and Continuity:** Can we thank the Ancient Greeks for anything in our lives today?

## CYCLE B

KS1 Content	Historical enquiry	Using evidence	Communicating about the past
<p><b>Autumn:</b> <i>The Great Fire of London</i> <b>Big Question:</b> What lessons were learnt from The Great Fire of London?</p> <p><b>Catholic Social Teaching:</b> <b>Common Good:</b> Why was it important for everyone to work together to stop the fire?</p>	<p><b>Chronology:</b> How has London changed since 1666? <b>Historical Significance:</b> Who was Samuel Pepys? Why is he so important?</p>	<p><b>Diversity:</b> Why did it spread so quickly and how were people affected differently? <b>Historical interpretation:</b> How do we know about the fire?</p>	<p><b>Cause and Consequence:</b> Why was the fire so 'great'? <b>Change and Continuity:</b> What have we learnt since The Great Fire of London?</p>
<p><b>Spring:</b> <i>Penwortham in the past</i> <b>Big Question:</b> How was John Horrocks influential to our area?</p> <p><b>Catholic Social Teaching:</b> <b>Option for the poor:</b> What could John Horrocks have done to</p>	<p><b>Chronology:</b> How has Penwortham changed through the years? <b>Historical Significance:</b> Who was John Horrocks? Why is he important?</p>	<p><b>Diversity:</b> Is it fair that not everyone went to school? <b>Historical interpretation:</b> Would you be happy to work for John Horrocks?</p>	<p><b>Cause and Consequence:</b> What was life like in Penwortham? <b>Change and Continuity:</b> What is Penwortham industry like today?</p>

have better working conditions?

**Summer:  
Explorers**

**Big Question:**

How did people explore the world?

**Catholic Social Teaching:**

**Stewardship:** What can we learn about exploring and respecting God's creation?

**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?

**Diversity:** Are astronauts always men?

**Historical**

**interpretation:** Was their exploration a success?

**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?

LKS2 Content	Historical enquiry	Using evidence	Communicating about the past
<p><b>Autumn:</b> <b><i>Stone Age to Iron Age</i></b> <b>Big Question:</b> How has life evolved and changed since the Stone Age?</p> <p><b>Catholic Social Teaching:</b> <b>Human Dignity:</b> How did roles in society show that people recognised the importance of each person's contribution?</p>	<p><b>Chronology:</b> What was 'new' about the New Stone Age? <b>Historical Significance:</b> Who is the Cheddar Man and what does he tell us?</p>	<p><b>Diversity:</b> What was brought to Britain? <b>Historical interpretation:</b> Which was better, Stone Age or Iron Age?</p>	<p><b>Cause and Consequence:</b> How hard was life in the Stone Age? <b>Change and Continuity:</b> How did life become easier in the Bronze Age?</p>
<p><b>Spring:</b> <b><u><i>Lancashire Cotton Mill Industry</i></u></b> <b>Big Question:</b> How significant was the Cotton Trade for the people of Lancashire?</p> <p><b>Catholic Social Teaching:</b> <b>Subsidiarity:</b> How could workers have had more control over their wellbeing?</p>	<p><b>Chronology:</b> Where did our clothes used to come from? <b>Historical Significance:</b> Who was Henry Ashworth?</p>	<p><b>Diversity:</b> What was life like for the Lancashire Cotton factory workers? <b>Historical interpretation:</b> How significant was the Cotton Trade?</p>	<p><b>Cause and Consequence:</b> How did the 1862 cotton famine affect Lancashire? <b>Change and Continuity:</b> Where do our clothes come from now?</p>

**Summer:**

***The Great Plague***

**Big Question:**

What was 'great' about the Great Plague?

**Catholic Social**

**Teaching:**

**Promoting Peace:** Could more have been done for the poor and vulnerable so there was peace for all?

**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><b>Autumn:</b> <i>The Elizabethans</i></p> <p><b>Big Question:</b> Was it all banquets and fun?</p> <p><b>Catholic Social Teaching:</b> <b>Distributive Justice:</b> Did the Poor Laws reflect justice? Were they fair to everyone?</p>	<p><b>Chronology:</b> What do we understand by Elizabethan times?</p> <p><b>Historical Significance:</b> Who was Queen Elizabeth I?</p>	<p><b>Diversity:</b> What was it like to live in Elizabethan times beyond Elizabeth's court?</p> <p><b>Historical interpretation:</b> Does the story of Sir Francis Drake tell us everything we need to know about the Tudor world?</p>	<p><b>Cause and Consequence:</b> How safe was it in Elizabethan times?</p> <p><b>Change and Continuity:</b> What was learnt from Elizabeth's reign?</p>
<p><b>Spring:</b> <i>The Blitz</i></p> <p><b>Big Question:</b> What was significant about The Blitz?</p> <p><b>Catholic Social Teaching:</b> <b>Solidarity:</b> How was this shown? What impact did it have on their ability to endure hardship?</p>	<p><b>Chronology:</b> WWII: Whose war?</p> <p><b>Historical Significance:</b> Who was Winston Churchill? What was the Battle of Britain?</p>	<p><b>Diversity:</b> New opportunities: How significant was the impact of WWII on women?</p> <p><b>Historical interpretation:</b> How well does a fictional story tell us what it is like to be an evacuee?</p>	<p><b>Cause and Consequence:</b> When was the most dangerous time to live? How different was the Blitz?</p> <p><b>Change and Continuity:</b> What was the impact of WWII on people in our locality? What changed?</p>
<p><b>Summer:</b> <i>The Transatlantic Slave Trade</i></p>	<p><b>Chronology:</b> When was the peak of the</p>	<p><b>Diversity:</b> What was life like for enslaved black people in British history?</p>	<p><b>Cause and Consequence:</b> How was Lancashire</p>

**Big Question:**

What was life like during the Transatlantic Slave Trade?

**Catholic Social Teaching:**

**Participation:** How was the right to participate in society denied to enslaved Africans in the Transatlantic Slave Trade?

Transatlantic Slave Trade reached?

**Historical Significance:**

What was The Hope?

**Historical interpretation:** What do the sources we see tell us about the Transatlantic Slave Trade?

dependent on the Transatlantic Slave Trade?

**Change and Continuity:**

What happened for it to be abolished?