

St Andrew's Church of England Primary School

History Overview

<p>Reception The reception children have accessed elements of the History curriculum through their studies and independent learning in the area of <i>Understanding the World</i>.</p>			
Willow – Year 1 Year A	<p>Understand the concept of 'nation' and a 'nation's history':</p> <p>Significant events beyond living memory 'The Great Fire of London' Skills (Chris Quigley): *Ask question such as 'what was it like for people?' / 'what happened?' / 'how long ago?' *Use artefacts, pictures, stories, online sources and databases to find out about the past. *Observe or handle evidence to ask questions and find answers to questions about the past (Pepys diary). *Recognise that there are reasons why people in the past acted as they did *Place events and artefacts on order on a timeline *Describe historical events *Describe people of the past (Samuel Pepys) *Use words and phrases to describe the passing of time *Use dates where appropriate</p> <p>Significant events beyond living memory 'The Gunpowder Plot' Skills (Chris Quigley):</p>	<p>Significant individuals who contributed to national/international achievements *David Attenborough</p> <p>Skills: *Use artefacts, pictures, stories, online sources and databases to find out about the past. *Describe significant people from the past *Recognise there are reasons why people in the past acted as they did *Place events and artefacts on order on a timeline *Use dates where appropriate</p>	<p>Significant individuals contributed to national/international achievements 'Neil Armstrong *Changes within living memory: recognise aspects of change in national life *Use dates where appropriate *Describe significant people from the past *Recognise there are reasons why people in the past acted as they did</p> <p>Changes / significant events in own living memory: *Seaside - past and present (link with geography) *Identify some of the different ways the past has been represented. *Label timeline with words or phrases such as 'past', 'present', 'older', 'newer' *Use artefacts, pictures, stories, online sources and databases to find out about the past. *Use dates where appropriate</p> <p>Understand Chronology *Recount changes that have occurred in their own lives,</p>

	<ul style="list-style-type: none"> *Recognise that there are reasons why people in the past acted as they did (CQ) *Describe historical events *Show an understanding of concepts such as monarchy, parliament and democracy (CQ) 		<ul style="list-style-type: none"> *Use dates where appropriate e.g. Create a timeline of significant events in own lives (birth of siblings, moving house, holidays, starting school) *Use dates where appropriate
Willow Year B	<p>ELG: UW Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Y1: Significant people and events in history</p> <ul style="list-style-type: none"> *Who was Guy Fawkes? *Why do we wear poppies? 	<p>ELG UW Past and Present: Talk about the lives of the people around us and their roles in society.</p> <p>Y1: Significant people in history</p> <p>*A study of Antarctic explorers such as Captain Cook and Charles Wilkes.</p>	<p>ELG: UW Past and Present: 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>Y1: Changes within Living Memory</p> <p>*How have seaside holidays changed over time?</p>
<p>Oak Class (Year 1 and Year 2)</p>			
Year A	<p>Understand the concept of 'nation' and a 'nation's history':</p> <p>Significant events beyond living memory 'The Great Fire of London'</p> <p>Skills (Chris Quigley):</p> <ul style="list-style-type: none"> *Ask question such as 'what was it like for people?' / 'what happened?' / 'how long ago?' *Use artefacts, pictures, stories, online sources and databases to find out about the past. *Observe or handle evidence to ask questions and find answers to questions about the past (Pepys diary). *Recognise that there are reasons why people in the past acted as they did *Place events and artefacts on order on a timeline *Describe historical events 	<p>Significant individuals who contributed to national/ international achievements</p> <ul style="list-style-type: none"> *Mary Anning (the first palaeontologist) <p>Skills:</p> <ul style="list-style-type: none"> *Use artefacts, pictures, stories, online sources and databases to find out about the past. *Describe significant people from the past *Recognise there are reasons why people in the past acted as they did *Place events and artefacts on order on a timeline *Use dates where appropriate 	<p>Significant individuals contributed to national/ international achievements 'Marie Curie and Mary Seacole'</p> <ul style="list-style-type: none"> *Changes within living memory: recognise aspects of change in national life *Use dates where appropriate *Describe significant people from the past *Recognise there are reasons why people in the past acted as they did <p>Changes / significant events in own living memory:</p> <ul style="list-style-type: none"> *Seaside - past and present (link with geography) *Identify some of the different ways the past has been represented. *Label timeline with words or phrases such as 'past', 'present', 'older', 'newer'

	<p>*Describe people of the past (Samuel Pepys) *Use words and phrases to describe the passing of time *Use dates where appropriate</p> <p>Significant events beyond living memory <i>'The Gunpowder Plot'</i> Skills (Chris Quigley): *Recognise that there are reasons why people in the past acted as they did (CQ) *Describe historical events *Show an understanding of concepts such as monarchy, parliament and democracy (CQ)</p>		<p>*Use artefacts, pictures, stories, online sources and databases to find out about the past. *Use dates where appropriate</p> <p>Understand Chronology *Recount changes that have occurred in their own lives, *Use dates where appropriate e.g. Create a timeline of significant events in own lives (birth of siblings, moving house, holidays, starting school) *Use dates where appropriate</p>
Year B	<p><u>Significant changes within and beyond living memory</u></p> <p>TOYS: 'How have toys changed over time?'</p> <p>Skills (Chris Quigley):</p> <ul style="list-style-type: none"> • Ask questions such as 'what was it like for people?' / 'what happened?' / 'how long ago?' • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Observe or handle evidence to ask questions and find answers to questions about the past • Place artefacts in order on a timeline • Use words and phrases to describe the passing of time (e.g. older, newer, recently) • Use dates where appropriate <p>(Y1 & Y2 Visit: Sudbury Childhood Museum)</p>	<p><u>Significant people of national and international impact</u> Short Studies: 2 lessons on each?</p> <p>* Grace Darling (Diversity – female achievement and impact) * Nelson Mandela (Diversity – impact upon equal rights and race) Text: <i>Little People, Big Dreams</i></p> <p><u>Significant people of national and international impact</u></p> <p>*Christopher Columbus (for Explorer unit) Text: <i>'The Explorer'</i></p>	<p>*The Sinking of the Titanic *Investigate & Interpret the Past: Use artefacts, pictures, stories, online sources and databases to find out about the past. *Ask and answer questions about the past, such as : <i>What was it like for people? What happened? How long ago?</i> *Describe events of the past using appropriate vocabulary, including that relating to the passing of time. *Place events and artefacts in order on a time line; use dates where appropriate. *Describe historical events, using common words and phrases relating to the passing of time. *Recognise that there are reasons why people in the past acted as they did.</p>

	Significant people and events in history * Tim Peake – his achievements and impact internationally		
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KEY STAGE 2

YEARS 3 and 4

<p>Substantive Knowledge (facts) Beech Class Cycle B Years 3 and 4</p>	<p>*The Achievements of Early Civilisations – an in depth study of the Ancient Egyptians</p> <p><u>With a specific focus on:</u> -Artefacts -Culture and Pastimes -Food and farming</p>	<p>*The Normans</p> <p>*Significant historical event: The Black Death and the War of the Roses</p> <p><u>With a specific focus on:</u> -Conflict -Main events -Society</p>	<p>*The changing power of monarchs in Tudor Times</p> <p>*Significant historical figure: Sir Francis Drake</p> <p><u>With a specific focus on:</u> -Main events -Travel and Exploration</p>
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YEAR 5

<p>Substantive Knowledge (facts) Sycamore Class</p>	<p>The Achievements of Early Civilisations – an in depth study of the Shang Dynasty of Ancient China</p> <p><u>With specific focus on:</u> -Artefacts -Culture and Pastimes -Location</p>	<p>*Changes in an aspect of social history focussing on the Victoria era</p> <p>*A significant turning point in British history focussing on key events during the Victorian era including the first railways</p> <p><u>With specific focus on:</u> -Main events -Society -Culture and Pastimes</p>	<p>*A study of a theme in British history that extends pupils’ chronological knowledge beyond 1066 (influential explorers)</p> <p>*A local history study of a site dating from a period beyond 1066 that is significant in the locality (Battle of Hopton Heath)</p> <p><u>With specific focus on:</u> -Location -Travel and exploration -Main events</p>
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YEAR 6

<p>Substantive Knowledge (facts) Maple Class</p>	<p>*A significant turning point in British history focussed on the key events and impact of World War II</p> <p><u>With specific focus on:</u></p>	<p>*The Achievements of Early Civilisations – an in depth study of the Ancient Greeks</p>	<p>*Changes in aspects of social history in Britain post World War II</p> <p>*A non-European Society that provides contrast with British History – an Early Islamic Society</p> <p><u>With specific focus on:</u></p>
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	<ul style="list-style-type: none"> -Main events -Conflict -Food and farming 	<p><u>With specific focus on:</u></p> <ul style="list-style-type: none"> -Artefacts -Beliefs -Society 	<ul style="list-style-type: none"> -Beliefs -Society -Settlements
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