



History Subject Overview



History at St Mary's First School

Our curriculums for history and geography are highly ambitious. The content exceeds the scope of the national curriculum ensuring pupils can develop a rich knowledge of the subjects. We offer a highly rigorous curriculum which places significant emphasis on disciplinary, as well as substantive content. The content of the curriculum is extremely carefully sequenced, within and across the subjects, so that pupils use their knowledge gained from earlier material to enable them to access content later in their journey. This helps pupils see connections within and across the two subjects.

In studying history as a discipline, pupils will:

- use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

How does our study of history support literacy?

As with all subjects in the curriculum, the humanities provide the powerful knowledge that builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. The texts we use in our humanities curriculums give pupils continuous, focused practice in reading and writing, both fiction and non-fiction. Every history and geography lesson is therefore a lesson playing a central part in improving reading. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned vocabulary acquisition.

How does our study of history directly foster moral values, attitudes and the disposition to challenge and improve our world?

Our curriculum and teaching in these subjects foster the knowledge, skills and dispositions for pupils to:

- thrive through informed curiosity about the world;
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- think critically about how to change the world for the common good; • gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises;
- understand and value the diverse experiences and contributions of others who may be very different from themselves;
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- understand the power of learned communities working collaboratively to seek truth in their claims about the world;
- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
 - build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.



History Subject Overview



Year R

Through teaching and continuous provision, history in EYFS enables children to:

- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- invent, adapt and recount narratives and stories with peers and their teacher
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.
 - make comments about what they have heard and ask questions to clarify their understanding
 - express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.
 - 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

- use words associated with the past including yesterday, last week, last year use past tense when speaking about things that happened in the past
 - share their memories of significant events in their own lives.
 - talk about things that have changed.
 - begin to put these events in order
 - share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
 - talk about the order of events in a range of familiar stories.
- recognise language in stories that shows the story happened in the past.



History Subject Overview



Year 1

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
History	History	History	History	History	History
Queen Elizabeth II Stories about Elizabeth's birth and childhood. Queen Elizabeth living through WWII. What did the queen do and see in the war? The Blitz The coronation: what happened? The Queen's children and family. The Queen's death and what next?	Learning about the recent past through our communities and families What was life like for our families when they were growing up? Grandparents, great grandparents, great uncles and aunts as children. Varied stories of particular families, including migration stories, including aspects of daily life, schooling, travel etc	Stories from the Distant Past Stories about Alfred the Great Stories about Aethelflaed, Lady of Mercia Stories about Robert the Bruce Stories about St Patrick Stories about Owain Glyndwr Founding of Oyo Empire	Recent, Local Past Through Photos Development of photography and cameras	Stories of Six Rulers Ramses II Boudicca Charlemagne Mansa Musa Henry VIII Elizabeth I	Ships and Seafarers Through Time Early experiments in floating (logs, log boats, skin boats, paddles and oars, sails) European Trade and exploration Poems about sea and historical settings Indian Ocean Trade and exploration Legacy of seafaring



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Year 2					
Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
History	History	History	History	History	History
<p>The Great Fire of London The Monument in the Capital City What was London Like before the fire? The Great Fire of London What caused the fire to burn so quickly? The diary of Samuel Pepys Comparing London then and now</p>	<p>Great change-makers of the world Stories of people who changed the world: Louis Braille Louis Pasteur Emmeline Pankhurst The Wright Brothers Rosa Parks Malala Yousafzai</p>	<p>Queen Victoria and the Victorian period Stories about Victoria and about ways of life in Victorian times and about change in Victorian times, including art and technology and its implications for the lives of diverse groups and developments in Britain. Life in a Victorian city for diverse peoples The transformation of transport in the Victorian age Local Victorian history</p>	<p>Children's lives in Victorian times Working children in town and country: factories, mines and farming Victorian children at school Victorian children at home/in families – art as historical source Frederick Daniel Hardy, The First birthday Stories about particular Victorian children</p>	<p>The Stone Age Doggerland and land bridges Hunters and gatherers Stone Age tools What does pre-historic mean? Stonehenge Skara Brae</p>	<p>Bronze Age and Iron Age The farming revolution traditionally called the "Neolithic Revolution" associated with the Neolithic Age Discovery of metals</p>



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Year 3

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
History	History	History	History	History	History
<p>Ancient Egypt Settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p>	<p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ The geographical overview of ancient civilisations of the world Depth study of ancient Sumer in Mesopotamia via rivers & settlements</p>	<p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt Craftsmanship, trade, barter Puzzles for historians, including rulers and religion</p>	<p>Persia and Greece Ancient Persia and its empire Ancient Greek city states, inc. Sparta and Athens. Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses Disciplinary focus: similarity and difference What did Greek city-states have in common?</p>	<p>Ancient Greece Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories Greek literature, theatre and philosophy</p>	<p>Alexander the Great Where did Alexander come from? Biography Meanwhile in Egypt... Greece and Egypt Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p>



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Year 4

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
History	History	History	History	History	History
<p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p>	<p>The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war Persecutions of Christians in Rome Amphitheatres and games Pompeii</p>	<p>Roman Britain The ancient Britons Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain</p>	<p>Christianity in three empires (300-600CE) Three cities of Rome, Constantinople and Adulis Constantine founding of Constantinople. Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. Trade in East Africa and other civilisations. Port of Adulis on the Red Sea. Kingdom of Aksum. Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p>	<p>Islamic civilisations (1) Arabia and early Islam Arabia before Muhammad Bedouin culture Trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam</p>	<p>Islamic civilisations (2) The Rise of Islam Depth focus: Cordoba - city of light (The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p>