



History Curriculum Intent Progression of Skills and Knowledge

Curriculum Vision for History

When learning about history, we aim to encourage children to use their enquiry skills to ask and answer their own questions about the past. We want them to form opinions and gain knowledge by looking at the evidence and to develop an understanding and respect for people's actions in the past. We would like them to understand that we can learn from the past and that it is important to remember the lives of others. We want children to use their historical skills and enquiry to learn more and remember more.

Spirituality Statement for History

Only take care and keep your soul diligently, lest you forget the things that your eyes have seen, and lest they depart from your heart all the days of your life. Make them known to your children and your children's children. Deuteronomy 4:9

Cultural Capital

(Experiences that every child should have)

Have workshops in school to experience the past, handle artefacts and to dress up
Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them.
Visit the Museum of London to learn more about the Great Fire of London
Visit London and key places to understand more about the Great Fire of London

Cross-curricular links

Maths – Understanding how to read and sequence dates.
Art - exploring art from the period of history being studied / famous artists from this time and using this to inspire own work
D&T - constructing models and replicas of buildings, vehicles or armour from the past.
Science - the lives and impact of famous scientists.
English - reading for research, particularly original documents & writing to present and share findings.

The composite objective in History in the Early Years Foundation Stage are taken from the Early Learning Goals in the statutory framework for Early Education 2021:

Components which create the stepping stones towards the composite objectives (Development Matters):

ELG: Past and Present Children at the expected level of development will:

- 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.

The composite objectives taken from the National Curriculum:

These composite objectives are taught through our units of work. Components that together teach the composite objectives have been colour coded to show coverage.

Chronology

- Know about and understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Know about 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.
- Significant historical events, people and places in their own locality.
- Know where the people and events they study fit within a chronological framework.

Characteristic features in a period

- Develop an awareness of the past.
- Identify similarities and differences between ways of life in different periods.

Cause and Consequence

- 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.

Interpretations

- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Enquiry

- Understand some of the ways in which we find out about the past.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Organisation and Communication

- Use common words and phrases relating to the passing of time.
- Use a wide vocabulary of everyday historical terms.

Year 1		Year 2	
Topic Discovering History	1. To know that history is the story of the past. - The past is all the things that have already happened. - History tells us stories from the past. - People who study the past are called Historians.	Topic The Romans in Britain	1. To know that the Romans were an ancient civilisation. - The romans had an empire. - The romans used their technology and large army to explore and rule their empire. - People living in Britain were not as advanced as the Romans.
	2. To know that family trees tell us who lived in the past. - A family tree tells us who lived in a family in the past. - Family trees can show us who got married and who had children. - The Royal Family Tree shows us who was the King or Queen in the past.		2. To know that the Romans had several large armies with many soldiers from around the Empire. - The Roman army was large and well organised. - Roman soldiers wore armour and carried weapons. - Roman soldiers were well trained and this helped the Roman Army to conquer much of Europe.
	3. Historians study books, pictures and many other sources to find out about the past. - Sources tell us about the past. - Books, photos and letters are sources that can tell us about the past. - Mary Seacole was a lived a long time ago and we can find out about her through sources.		3. To know that the Romans invaded Britain. - The Romans successfully invaded Britain in 43 CE. - Boudicca rebelled against the Romans. - Boudicca's rebellion was unsuccessful.
	4. Archaeologists find out about the past through looking at things found in the ground. - A long time ago, people did not write books about their lives. - Archaeologists are people who find things that belonged to people from long ago and learn about them. - Often, archaeologists have to dig in the ground to find things that belonged to people from long ago.		4. To know that Romans built towns across Britain. - The Romans built towns surrounded by stone walls. - Roman towns often contained shops, homes, yards for animals, a forum and a basilica. - Hadrian's Wall formed the northern border of the Roman Empire.
	5. To understand what life was like in the past where we live. - To understand that people lived in ____ a long time ago. - To know that people travelled around differently a long time ago.		5. To know that the Romans made changes to Britain. - The Romans built towns and roads across Britain. - The Romans created written records which is how we know about their history.

	To know that in London, a long time ago, people travelled by walking, or by horse and carriage.		After the fall of the Roman Empire, many people and aspects of Roman life remained in Britain.
	6. Assessment Outcomes - To know that history is the story of the past. - To know that people who study history are called historians. - To understand that we know about life in the past from a range of sources including artefacts, pictures, books, letters, stories and songs. - To know that family trees tell us who lived in the past. - To know that Archaeologists find out about the past through looking at things found in the ground. - To know that the things found by archaeologists are called artefacts.		6. Assessment Outcomes - To understand that the Romans were an ancient civilisation that built an empire. - To know that the Romans had several, well-organised large armies with many soldiers. - To know that the Romans invaded Britain and Boudicca led a rebellion against the Roman invasion. - To know that Romans built towns across Britain. - To understand that after the fall of the Romans empire, many people and aspects of roman life remained in Britain.
Vocabulary	Past Present History Historian Family Tree Related Relation Relationship Parent Grandparent Great-grandparent Source Information Past Historian Archaeologist Artefact Transport London Underground Horse Cart Carriage Steam train		ancient empire Roman Roman Empire Rome Italy Civilisation Technology Army Legion Soldier Centurion Service Helmet Shield Armour Conquered Invasion Emperor Tribes Defeat Emperor Rebellion Icenii Roads Cities Towns York (Eboracum) London (Londinium) Forum Basilica Public baths Trade Hadrian's Wall Roads Connect Canals Aqueducts Sewage Villa Records History Influence
Topic Kings, Queens and Leaders	1. To know that England has been ruled by Kings and Queens for many years. - England has been ruled by Kings and Queens for many years. - Her Royal Highness Queen Elizabeth II is our Queen. - Kings and Queens sometimes wear special items such as a crown, and hold special things such as an orb and sceptre.	Topic The Tudors	1. To understand that life in Tudor England was different to life in England today. - Rich people wore expensive, ornate clothes whereas poor people had simple clothes. - Rich Tudors ate lots of fresh meat whereas poor people ate more bread and vegetables. - Boys and girls were treated differently. Only rich boys went to school.
	2. To understand that King John made an important promise to the people of England. - King John made a promise to the people of England. - King John promised not to take too much money from people.		2. To know that Henry VIII was a Tudor king. - Henry VIII was the second son of the first Tudor monarch- Henry VII. - Henry VIII had 6 wives. - Henry VIII had three children: Mary, Elizabeth and Edward

	King John also promised that he would not imprison people for no reason.		
	3. I know that a parliament was set up to make decisions for the country. - Henry III didn't want to listen to the barons and this made them angry. - Simon de Montfort captured Henry at the Battle of Lewes and set up the first parliament. - Parliament had representatives from towns and counties in England		3. To know that Henry VIII made himself head of the Church of England. - Before the Reformation, England was a Roman Catholic country and the Pope was the head of the church. - King Henry VIII became head of the Church of England. - One of the reasons for the reformation was Henry VIII desire to end his marriage to Catherine of Aragon.
	4. To understand that King Charles I did not want to listen to Parliament. - Charles I believed in the Divine Right of Kings, which meant that the monarch was appointed by God and had all the power. - Charles I was executed. - After Charles I died, there was no King.		4. To know that King Edward VI and Queen Mary I were the children of Henry VII. - Edward VI was only 9 when he inherited the throne. - Edward VI was a Protestant and Mary I was a Catholic. - Mary I was the first queen to rule on her own and is sometimes remembered as 'Bloody Mary'.
	5. To know that there was a time when England did not have a king. - After Charles I died, there was no King and England was a commonwealth. - Oliver Cromwell became the Lord Protector. - Oliver Cromwell was a Puritan and banned sports, theatres and Christmas.		5. To know that Elizabeth I was the last Tudor monarch. - Elizabeth I ruled for 44 -years and was this time is known as the Elizabethan 'Golden Age'. - The Elizabethan Religious Settlement was a compromise between Catholics and Protestants. - During Elizabeth's reign Shakespeare opened the Globe theatre.
	<u>Assessment Outcome</u> 6. To know England has been ruled by Kings and Queens for a long time. Specific Knowledge Goals: - To understand why King John was forced to sign the Magna Carta by the Barons. - To know that there was a time where there was no King of England. - To know we have a Queen and a Parliament today.		<u>Assessment Outcome</u> 6. To name the Tudor monarchs and describe some of the key events that took place during their reigns. Specific Knowledge Goals: - Henry VII was the first Tudor monarch Henry VIII was the son of Henry VII. - He made himself Head of the Church of England and had six wives! - Edward VI was Henry VIII's only son.

			• He was a Protestant and made religious reforms during his short reign. • Mary I was Henry VIII and Catherine of Aragon's daughter. She was a Catholic and the first queen to rule without a king. She is sometimes remembered as 'Bloody Mary' because she executed people who refused to be Catholic. • Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age.
Vocabulary	King Queen Rule majesty royalty reign inherited crown coronation throne sceptre orb ring bow prison trial tax power rule King John Barons Magna Carta Parliament Representatives Power Tax Civil war Baron Battle of Lewes Simon de Montfort King Henry III civil war taxes parliament executed republic Charles I Capture Oliver Cromwell commonwealth Republic Puritan Charles II Oliver Cromwell Lord Protector		Tudor Rich Poor Peasants Ornate Diet Life expectancy King Queen Jousting Lute Harpsichord Archery Heir Marriage Divorce Executed Source heir reformation divorce break with Rome Catholic Protestant Pope dissolution of the monasteries treason Protestant Catholic Book of Common Prayer succession convert burnt at the stake executed martyr heretics heresy Compromise Elizabethan Religious Settlement Tudor dynasty Symbol Primary source Portrait Reign Golden Age Colony Theatre
Topic Parliament and Prime Ministers	1. To know that William and Mary made an important promise. • Some people didn't want James II to be king James' daughter, Mary, and her husband William, became King and Queen of England. • They signed a special piece of paper, called the Bill of Rights, which showed they agreed to parliament making laws for the country.	Topic Powerful Voices	1. To know that Gandhi is remembered as a significant person in history for his peaceful protests. • When Gandhi was alive, India was ruled as part of the British Empire. • Gandhi wanted India to rule itself. • Gandhi is known as 'Mahatma' meaning 'great soul' and remembered for his peaceful protests.
	2. To know that Parliament discuss and make decisions about our country. • Simon de Montfort is called the Father of the English Parliament. • We choose the people in our Parliament by voting. • Parliament meets to talk about things in the Houses of Parliament.		2. To know that Rosa Parks and Martin Luther King fought for equal rights for black people in America. • Rosa Parks was arrested for refusing to give up her seat to a white man on a public bus. • Rosa Park's arrest led to the Montgomery Bus Boycott, led by Martin Luther King. • Martin Luther King led the Civil Rights Movement in America and gave powerful speeches.
	3. To know that the Prime Minister is in charge of our government.		3. To know that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so.

- Robert Walpole is remembered as the first 'Prime Minister'. - The Prime Minister makes decisions for our country. - The Prime Minister lives at No. 10 Downing Street.			- When the Taliban took control Swat Valley in Pakistan, they banned girls from going to school. - Malala Yousafzai spoke out publicly on behalf of girls and their right to learn. - Malala Yousafzai set up a charity to help girls and won a Nobel Peace Prize.
- To know that the Prime Minister leads the country. - The Prime Minister leads our country. - He or she decides what money should be spent on, for example, schools, hospitals, roads, buildings. - The government, who are chosen by adults in the UK who vote, chooses the Prime Minister.			- To know that Greta Thunberg is a young, environmental activist. - Greta Thunberg raised awareness for Climate Change by going on strike from school on Fridays. - Greta speaks at important events and tries to convince people to change their behaviors to help save the planet. - Greta has Asperger's Syndrome and raises awareness for people with disabilities.
- To understand that adults vote to choose the people who run our country. - In the UK, adults choose who they would like to be in the government, this choice is called a vote. - Adults vote during an election. On the day of the election, adults go to a polling station to vote and put a cross in a box to show their choice.			- To know David Attenborough is a British broadcaster who makes natural history documentaries and speaks out about taking care of our planet. - David Attenborough has made lots of natural history documentaries teaching people about the planet earth. - David Attenborough speaks out about Climate Change and asks people to take care of the earth. - The first electronic TV was invented in 1927 but it wasn't until the 1970s that most homes in Britain had a television.
<u>Assessment Outcome</u> - To be able to recognise and discuss how the role of the Prime Minister was created and the responsibilities of parliament and the prime minister. Specific Knowledge Goals: - To know that the Prime Minister is the leader of the government. - To know that King James II did not listen to people so they did not want him to be King. - To know that William and Mary signed the Bill of Rights. - To know that Robert Walpole is considered by historians to have been the first Prime Minister.			<u>Assessment Outcome</u> - To know that historians learn about the lives of significant people in time and look at the changes they try to make in the world. Specific Knowledge Goals: - Gandhi was known for opposing British rule in India and fought peacefully for equality and the right for Indian people to rule their own country. - Rosa Parks and Martin Luther King were influential people in the Civil Rights movement in the USA. - Malala Yousafzai fights for all children to have a right to education.

			Greta Thunberg is a Swedish environmental activist who talks about climate change and is trying to get people to look after the world.
Vocabulary	laws Government Parliament Bill of Rights Parliament budget Houses of Parliament Simon de Montfort Prime Minister King George I Robert Walpole Germany 10 Downing Street Prime Minister Government Parliament Vote Election budget Vote Election Government Parliament polling station party ballot box		Empire British Empire Rule Colony Peace Independence Protest Peaceful protest Boycott Civil Rights Equality Segregation Activist Education Campaign Right Taliban Nobel Peace Prize Environment Climate Change Strike Asperger's Syndrome Disability Environment Earth Broadcaster Documentary Climate Change Natural historian Naturalist Humanity Television

History Curriculum Implementation

The St. Mary's history curriculum has been designed to be both knowledge-rich and coherently sequenced. The St. Mary's history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The substantive knowledge taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant events, when they have some background knowledge of what happened before. Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. For example, the children develop a secure understanding of 'monarchy' in Britain.

British history unit allows children to add to their understanding of 'monarchy' in Britain, the impact it had on the lives of the British people, and analyse the significance and legacy of each monarch.

The St. Mary's history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth. While many of the units are 6 weeks long, some units are longer, ensuring children secure the complexities of the content and have more time to study the period in more detail. Each year, the children will study at least one unit of British history, looking at significant 'turning points' that help children understand modern Britain (for example, the sealing of the Magna Carta in 1215).

The Primary Knowledge Curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history, and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.

We adapt the curriculum to meet the needs of our learners through our St Mary's implementation approaches e.g. reading widely, talk partners and vocabulary acquisition.

