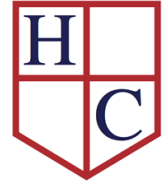




# History



## Creative Curriculum for the Federation of St Augustine's and Holy Cross Catholic Primary Schools Academic Year 2019-2020

Year Group	Autumn Term	Spring Term	Summer Term
EYFS Nursery and Reception	Myself	Traditional Tales	Growing
Year 1	Toys (History)	Local Area Comparison (Geography)	Space (History)
Year 2	The Great Fire of London (History)	World Geography	The Victorians (History)
Year 3	Stone Age to Iron Age (History)	UK (Geography)	Romans (History)
Year 4	Settlements by the Anglo Saxons and Scots (History)	Europe (Geography)	Ancient Egypt (History)
Year 5	Tudors (History)	South America (Geography)	Ancient Greece (History)
Year 6	WW2 Local History Study (History)	North America (Geography)	Benin History

<b>Y1 History</b>	<b>National Curriculum Requirements</b>	Topic
	<p>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.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>	
Autumn	<ul style="list-style-type: none"> <li>▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	Changes within Living Memory – <b>TOYS</b>
Spring	<ul style="list-style-type: none"> <li>▪ (Link to geography topic)</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>• the 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and <b>Neil Armstrong</b>, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>•</li> </ul>	<b>SPACE</b> - Lives of significant individuals

<b>Y2</b> <b>History</b>	<p><b>National Curriculum Requirements</b></p> <p>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.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>	Topic
Autumn	<ul style="list-style-type: none"> <li>▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	The Great Fire of London
Spring	<ul style="list-style-type: none"> <li>▪ Past beliefs about the world (Explorers)</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>▪ significant historical events, people and places in their own locality.</li> </ul>	The Victorians

<b>Y3</b> <b>History</b>	<p><b>National Curriculum Requirements</b></p> <p>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> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	Topic
Autumn	<ul style="list-style-type: none"> <li>▪ changes in Britain from the Stone Age to the Iron Age</li> </ul>	Changes in Britain from the Stone Age to the Iron Age
Spring	<ul style="list-style-type: none"> <li>▪ Relate to Geography topic</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>▪ the Roman Empire and its impact on Britain</li> </ul>	The Roman Empire and its impact of Britain

<b>Y4</b> <b>History</b>	<p><b>National Curriculum Requirements</b></p> <p>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> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	Topic
Autumn	<ul style="list-style-type: none"> <li>▪ Britain’s settlement by Anglo-Saxons and Scots</li> </ul>	Britain: Settlements by the Anglo Saxons and Scots
Spring	Link to Geography topic	
Summer	<ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</li> </ul>	Ancient Egypt

<b>Y5</b> <b>History</b>	<p>National Curriculum Requirements</p> <p>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> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	Topic
Autumn	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	The Tudors
Spring	<ul style="list-style-type: none"> <li>▪ Link to Geography topic</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>	The Ancient Greeks

<b>Y6 History</b>	<p><b>National Curriculum Requirements</b></p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.</p> <p>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> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	Topic
Autumn	<ul style="list-style-type: none"> <li>▪ a local history study</li> <li>▪ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>	WW2 Local History Study
Spring	Link to Geography topic	
Summer	<ul style="list-style-type: none"> <li>▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	Benin