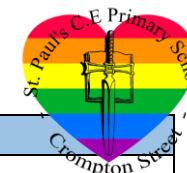


St. Paul's Long-Term Planning



History - National Curriculum Overview

EYFS – Pupils are guided to know some of the similarities between to past and now, including people and cultures.

KS1 - Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They learn within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2 – Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They 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.

EYFS Understanding the World	KS1 History	KS2 History
ELG: Past and Present	Changes within living memory Events beyond living memory Significant historical events	Changes in Britain from the Stone Age to the Iron Age A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
ELG: People, Culture and Communities	Lives of significant individuals	The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations A non-European society that provides contrasts with British history

Ambitious – introduce Rec ELG in Nursery, KS2 local History in Year 2 both in the summer terms

Green objectives are newly introduced, Black are being mastered

History Intent - St. Paul's History Curriculum is designed to inspire all pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. To inspire all pupils' curiosity to know and remember more about the past and the impact on their lives today. To help all 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.

Our History curriculum supports our Whole School Golden Threads: Reading, Emotional Well-being and Caring for all Creation. Carefully selected vocabulary and texts are shared during History lessons to support the learning of reading and the development of language. Through equipping our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, their confidence and emotional well-being will be developed.

Across our History curriculum, pupils develop an understanding of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Also, how these factors impact on our local and wider environment.

From the Early Years Foundation Stage, pupils are taught key concepts in History which include cause and consequence, similarity and difference, historical significance, historical interpretation, change and continuity and sources and evidence. Pupils are equipped to be able to talk about the lives of the people around them and their roles in society. To know similarities and differences between things in the past and now, between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised in a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. This would begin in EYFS with the pupils understanding the concept of past, present and future through child-centred learning. The skills and progression link directly to the National Curriculum and are all mapped out to ensure that pupils build on secure prior knowledge. Content knowledge and vocabulary will then be planned for in order to build upon prior learning.

Our location as a Greater Manchester school brings with it a wealth of cultural opportunities. The school has ensured that each unit has a “hook” to excite the pupils. These can take the form of an excursion, a visitor or workshop or artefacts for the pupils to explore. We aim to provide our pupils with hands-on, real-world context for their historical knowledge to embed their learning and make it purposeful and meaningful.

“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt

	Autumn	Spring	Summer
Nursery	<p>My Family – Who lives in my house?</p> <p>Understanding the World ELG: Past and Present</p> <ul style="list-style-type: none"> • 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. 		<p>Growth and Change – What will we find at the bottom of the garden?</p> <p>Understanding the World ELG: Past and Present</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Reception	<p>Myself - Me Vs Aliens</p> <p>Understanding the World ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Traditional Tales: That’s not my fairy tale</p> <p>Understanding the World ELG: Past and Present</p> <ul style="list-style-type: none"> • 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. 	
Year 1	<p>Toys from the past – What toys did my grandparent play with?</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Neil Armstrong – Could you be the next great explorer?</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements • Significant historical events, people and places in their own locality. <p>London – How do the Great Fire change London?</p>	<p>Titanic – Why do we remember the Titanic?</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally • Significant historical events, people and places in their own locality.

		<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	
Year 2	<p>Nelson Mandela and Princess Diana – Who was famous when your parents were little?</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements 	<p>Kings and Queens of England – How do people become Kings or Queens?</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements 	
Year 3	<p>Stone Age - Who first lived in Britain?</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age Late Neolithic hunter-gatherers and early farmers Bronze Age religion, technology and travel Iron Age hill forts: tribal kingdoms, farming, art and culture 		<p>Ancient Greece - Has Greece always been in the news?</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>Local History - How has transport changed in Walkden over time?</p> <ul style="list-style-type: none"> A local history study A study over time tracing how several aspects of national history are reflected in the locality
Year 4	<p>Romans - Why were the Romans so powerful and what have we learned from them?</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain Julius Caesar’s attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army British resistance ‘Romanisation’ of Britain and the impact of technology, culture and beliefs, including early Christianity 	<p>Victorians – What was life like in Victorian Manchester?</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 The changing power of monarchs A local history study 	<p>Crime and Punishment – Did the punishment always fit the crime?</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
Year 5	<p>Gunpowder, Fire and Plague: the 1600s – Pow! How amazing was that?</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 A significant turning point in British history. 	<p>Anglo Saxons - Were the Anglo Saxons really smashing?</p> <ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 	

	<p>Ancient Egypt – How can we rediscover the wonders of Ancient Egypt?</p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 	<ul style="list-style-type: none"> • The Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Anglo-Saxon laws and justice 	
Year 6	<p>World War II - How did WWII affect Manchester?</p> <ul style="list-style-type: none"> • A local history study • A study over time tracing how several aspects of national history are reflected in the locality • A study of an aspect of history dating from a period beyond 1066 that is significant in the locality. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • A significant turning point in British history 	<p>Vikings – Were the Vikings always victorious and vicious?</p> <ul style="list-style-type: none"> • The Viking struggle for the Kingdom of England to the time of Edward the Confessor • Viking raids and invasion 	<p>Mayan Civilisation - Who were the Mayans and what have we learned from them?</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history - Mayan civilization c. AD 900