



**Newall Green  
Primary School**

*Aiming High To Reach Our Goals*

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# History Curriculum

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Related Policies / Guidance:	National Curriculum <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study</a>
Review:	Annually – February 2021- when we are sure which trips can go ahead.

Approved by:

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## Intent

The curriculum that we teach has been planned to develop the **five key skills for life** of: Problem solving, Teamwork, Self-management (initiative, organisation, accountability) Self-belief (confidence, resilience, positive attitude) and Communication.

The NGPS History curriculum is designed to inspire pupils' curiosity to know more about the past. Pupils will learn 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.

## Aim

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.**

### Pupils should be taught to: (Key Stage 1)

- develop an awareness of the past, using common words and phrases relating to the passing of time.

- 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.
- use a wide vocabulary of everyday historical terms.
- 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.

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.

Pupils should be taught to: (Key Stage 2)

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- 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.

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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.
- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 Neil Armstrong, 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] significant historical events, people and places in their own locality.

### Modifications

*Our curriculum is devised to ensure that children acquire knowledge and skills, build on those and use them to develop their intrinsic viewpoints, opinions and sense of morality. Pupils in Key Stage 1 study historical topics that allow them to gain a fundamental understanding that the passing of time creates history. In Key Stage 2, pupils learn historical topics in chronological order from ancient civilisations in Year 3 to modern history (World War 2) in Year 6. This ensures pupils are able to make direct links between historical time periods, understanding the reasons for the demise of one period and the rise/start of another.*

We have made some modifications to the National Curriculum because we believe that our pupils need:

- to re-visit themes, facts and skills in order for them to consolidate and retain knowledge.
- to have first-hand experience of historical sites and features - for this reason we have planned Educational Visits that will give our children time and experience at castles, forts, museums, air raid shelters and other sites of historical significance
- to develop the **5 key skills for life** of Problem solving, teamwork, self-management, Self-belief and communication, and so we have included opportunities for this.

### Time Line of British History

<u>Pre..</u>	<u>Romans</u>	<u>Saxons</u>	<u>Vikings</u>	<u>Normans</u>	<u>Tudors</u>	<u>Stuart</u>	<u>Georgian</u>	<u>Victorians</u>	<u>Today</u>
									
BC	43	450	793	1066	1485	1603	1714	1837	1939

## Organisation and Progress of skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception:</b> Theme: concept of past and present. Sequencing in time order.	Remember and talk about events in their own lives.	Show interest in the past of others.	Inventions and life before the invention.	Celebrations past and present.	Concept of past and present in a garden's life; in a pet or animal's life.	Personal timeline including holidays  Idea of a family tree.
?	Pupils are introduced to a sense of past vs present, rooted in their own experiences	This sense is extended to the past vs present of other people and things	This sense is extended to the past vs present of other people and things	This sense is extended to the past vs present of other people and things	This sense is extended to the past vs present of other people and things	Concept of 'past' developed into a written, visual sequence
<b>Year 1</b> Theme: Personal and local history	Gunpowder Plot 1605	Great fire of London 1666	Female and male explorers in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.	Life in the 1980s – TV, music and computers and toys	Local history from the 1970s	1970s holidays
?	Pupils are introduced to the concept that significant individuals in the past have had an impact on current society. They start to gain historically grounded understanding of abstract terms such as 'parliament'	Pupils begin to understand historical concepts such as continuity and change, cause and consequence. What impact did the fire have?  Compare safety measures and equipment then and now	Which explorers?  Pupils start to understand the connections between local, regional, national and international history;	Pupils develop an awareness of the recent past, within their parents' living memory. How has national life changed? Pupils learn the similarities and differences between ways of life now, then and before the 80s	Pupils develop an awareness of the recent past, within their parents / grandparents' living memory. How has national life changed? Pupils learn the similarities and differences between ways of life now, then and before the 70s	Pupils develop an awareness of the recent past, within their parents/ grandparents' living memory. How has national life changed? Pupils learn the similarities and differences between ways of life now, then and before the 70s and can see progression from 70s–80s  Opportunity for a local history study
<b>Year 2</b> Theme: Social history	Royal Family Tree	1960s fashion, space race and houses and homes.	Amy Johnson. Emelia Earhart.  Transport from 1920s to today.	1950s television, inventions and way of life.	1940s rationing, famous people and key events.  WW2	1940s transport and fashion. 1948 Olympics.  What was life like in post-war Britain?

		1960s music, TV, and what life was like				
	Pupils learn and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Pupils learn how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	Pupils develop an awareness of the recent past, within their parents/grandparents' living memory. How has national life changed? Pupils learn the similarities and differences between ways of life now, then and before the 60s and can see progression from 60s-80s	Pupils know that the lives of significant individuals in the past have contributed to national and international achievements.	Pupils develop an awareness of recent history. How has national life changed? Pupils learn the similarities and differences between ways of life now, then and before the 50s and can see progression from 50s-80s	Pupils learn where WW2 fits within a chronological framework Pupils learn the similarities and differences between ways of life now, then and before the 50s and can see progression from 40s-80s	Pupils learn where WW2 fits within a chronological framework Pupils learn the similarities and differences between ways of life now, then and before the 50s and can see progression from 40s-80s
<b>Year 3</b> Theme: Ancient civilizations in Britain and archaeology	Developing an understanding of the timeline of BRITISH history Stone Age / Iron Age	Continue to develop an understanding of British history - Bronze Age	Ancient British tribes such as the Celts What was life like in the Iron Age?	Roman Britain, baths and the Scots	Imperial Rome: government, beliefs and rule	Local History from the time of the Romans to the Vikings - ready for year 4 topic Vikings
	Pupils start to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.		Changes in Britain from the Stone Age to the Iron Age and where they fit within a chronological framework	Pupils continue to develop a chronologically secure knowledge of history.	Pupils continue to develop a chronologically secure knowledge of history. Pupils learn about the Roman Empire and its impact on Britain	Pupils continue to develop a chronologically secure knowledge of history.
<b>Year 4:</b> Theme: Invaders and settlers - social history	Ancient Egyptian / Greek rulers, beliefs, education and life.  (social history)	Ancient Egypt. / Ancient Athens - Art and architecture	<b>Invaders and settlers</b> Britains settlement by Anglo-Saxons and Scots	Kings Canute, Alfred, Egbert and Aethelred. What did the Vikings do for us?	The Viking and Anglo-Saxon struggle for the Kingdom of England	Who were the Normans?
	Pupils continue to develop a chronologically	Pupils learn about the achievements	Pupils learn about Britain's settlement by	Pupils continue to develop their chronological	Pupils continue to develop a chronologically	Normans were Vikings that had

	secure knowledge of history and pupils are able to compare and contrast different ancient civilisations.	of the earliest civilizations Pupils continue to develop a chronologically secure knowledge of history	Anglo-Saxons and Scots	understanding whilst developing their knowledge of Vikings.	secure knowledge of history. Pupils know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	settled in France.  Norman code of conduct – Chivalry
<b>Year 5</b>  Political history and military history	The wars of the Roses and the rise of the Tudors. Henry VII and Henry VIII	Elizabeth I and the Armada.	The rise and fall of the Aztec empire	The rise and fall of the Inca empire	The Stuarts and the rise of puritanism.  Was England right to execute the King?	Georgians. The making of America. Bonny Prince Charlie.
		The lives of significant individuals in the past be used to compare aspects of life in different periods	In depth study of the achievements of the earliest civilizations –	Compare and Contrast to Aztecs- structure of society?/ power?/resources?		
<b>Year 6</b>  Theme: economic history	Victoria and key Victorians. How people lived.	Victoria's family. The Russian revolution.	The suffragettes, inventions at the start of the 20 <sup>th</sup> century	The Great War  The treaty of Versailles and the 1920s.  What was the impact of the Great War and why do we commemorate it?	World War 2	World War 2
	Pupils re-visit the concept that significant individuals in the past have had an impact on current society. They develop a deeper historical understanding	Pupils address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	The life of Emmeline Pankhurst used to compare aspects of life in different periods	Pupils learn where WW1 fits within a chronological framework	Pupils address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Pupils learn where WW2 fits within a chronological framework

