

History at St Mary's C of E Primary School



Intent

History teaching at St. Mary's C of E Primary School will help pupils to gain a coherent knowledge, understanding and curiosity of local history, Britain's past and the wider world. We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods; including significant events in Britain's past
- An understanding of where Hinckley fits into the history Britain through local research and engaging learning.
- The ability to think critically about history and communicate ideas confidently to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.
- A respect for historical evidence and the ability to make critical use of it to support learning.
- A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.



Implementation

Historical concepts, knowledge and understanding will be taught through children's history work and also covered cross-curricular through other Subject areas. Themes have been carefully chosen to be in line with the National Curriculum but to also make links to local history such as Hinckley's Industrial Past.

There is strong emphasis on progression of knowledge and developing pupils' skills, historical concepts and themes from Key Stage 1 and then re-visited in a deeper context in Key Stage 2. Pupils are then able to make connections within their learning. Carefully selected enrichment opportunities such as theme weeks, visits and visitors into school will enhance pupils' learning. Curriculum organisation and timetabling enable learners' opportunities for constant recapping of knowledge and skills. Knowledge organisers are used to provide transparency, an overview of pre-teach content and also a means of tracking knowledge, skills and the understanding of concepts which are regularly re-visited. This is done through a range of retrieval exercises. By the end of each Key Stage, pupils will know, be able to apply and understand the matters, skills and processes specified in the programmes of study in the National Curriculum.



National Curriculum Programmes of Study:

Key Stage 1

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.

Key Stage 2

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.



Impact

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression.

In addition, we measure the impact of our curriculum through the following methods:

- The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject.
- Evidence of work will show a range of topics covered, cross curriculum links and differentiated work.
- Standards in History will be high and will match standards in other subjects such as English.
- Children will enjoy History lessons and look forward to finding out more.

CURRICULUM MAP: Autumn 2024 - Summer 2026 History-PURPLE Geography-GREEN

Year & Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Coverage
YEAR F	All about me My family and people close to me Birthdays Places visited with family locally and within the wider world. Discuss differences/similarities and make comparisons between other families/communities.	People who Help Remembrance, bonfire night Comparing emergency services now and then Visit local places of worship. St Mary's. Different occupations i.e emergency services, jobs in our community etc My community and the people who live and work within it.	Heroes and Princesses Read stories based on real life people and look at personal time lines. (Captain Tom Moore and the Queen) Talk about local shops in our community. Castles	How does your garden grow Talk to a farmer and look at where their farm is located. How is Mother's Day celebrated around the world?	Adventures near and far The moon landings - looking at Neil Armstrong. Use Google Earth to explore and travel to different locations both near and far. Maps-following and drawing own maps. Contrast between a hot and cold climate. Compare and appreciate differences in other people's traditions and cultures.	Minibeasts and Megabeasts Prehistoric age Map work Trip to the Zoo	

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YEAR 1/2 A	Toys past & present How have toys changed in the past 100 years?	At the farm (2) To be able to explore features, navigate using a map and compare farms to cities.	Around the world (2) To be able to locate countries of the world and name their characteristics	The Great Fire of London What caused the GFL? How do we know what happened during the fire? What were the consequences for London?	Our Church What does St. Mary's church tell us about life in the past? How has it changed since it was built?	My world and me (2) To create and use maps and look at human and physical features in the world.	
YEAR 1/2 B	Where do I live? (1) To be able to name the continents, countries of the UK and describe where they live.	Our School How has St. Mary's changed since it was built? What does this tell us about how life has changed?	Intrepid Explorers Neil Armstrong & Amelia Earhart Why should we remember them? How did their explorations differ?	Let's go on safari (1) To study Africa and its climate, weather, landscape, animals and people and compare to UK.	Weather patterns (1) To be able to talk about different weather patterns and compare to other places.	Intrepid Explorers Matthew Henson Why is Matthew Henson remembered today?	
YEAR 3/4 A	European neighbours (4) To be able to identify and compare the countries and their capital cities whilst looking at human and physical features.	Prehistoric Britain How did Britain change from Stone Age to Iron Age?	Early Civilisations What did the earliest civilisations have in common?	Earning a living (3) To look at jobs and un/ employment and how children earn a living around the world.	Where does our food come from? (4) To look at different climatic zones and know where the food comes from to the UK by talking about trade links.	Ancient Egypt What did the Egyptians achieve and what did this lead to?	
YEAR 3/4 B	Victorian Hinckley What was it like to live in Victorian Hinckley?	In the desert (4) To locate deserts and desertification and study the features and people who live there.	Roman Britain- What was the Roman Empire? How did the Britons react to Roman invasion? What was the Roman impact on Britain? What does Roman Leicester reveal about life in this period?	Mexico today* (3/4) To locate Mexico on a map and compare with the UK. To explore the physical features, weather and culture.	Village settlers (3) To find out about the needs of early settlers and where they settled. To design a village with this information using mapping skills.	Anglo Saxons What was life like in an Anglo-Saxon settlement?	*just for 2021/22 to be replaced by Countries of the World

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YEAR 5/6 A	<i>The Tudors (local study)</i> Why was the Battle of Bosworth a turning point for British history? Why was the Church of England established during this period?	<i>Extreme earth (6)</i> To investigate the extremes of weather conditions around the world. E.g. tsunamis, earthquakes.	<i>The Vikings</i> Is it accurate to call the Vikings 'viscious raiders'? Why is Alfred known as 'the great'?	<i>Rivers (5)</i> To study the features of a river system, why they are important and the cause and effect of pollution.	<i>South America (5)</i> To study the climate, landscape, industry and compare to the UK.	<i>The Maya</i> What was it like to live in classic period Maya villages? What did the Maya accomplish? Why did the Maya fall?	
YEAR 5/6 B	<i>Ancient Greeks</i> How did life differ in the Greek city states? Where can we find legacy of the Ancient Greeks today?	<i>The United Kingdom (5)</i> To be able to identify the countries, locate towns and cities, and the explore physical features of the UK.	<i>WW2 on the Home Front</i> How did people in Britain's lives vary during WW2? What happened to Leicestershire during the war?	<i>Local study (6)</i> To explore the economic activity, land use, settlements, climate and rivers of the local area. (link to History)	<i>North America (6)</i> To name the countries, compare climates, time zones, capital cities, with the UK and study its human and physical features	<i>WW2 on the home front</i> Further study	