

Durley CE (Controlled) Primary School

History Curriculum – Long Term Overview



INTENT

At Durley Primary School, we aim to instil a love of History in all our children. We aim to provide interesting and varied lessons that interest and intrigue children whilst ensuring they have progressively covered the skills and concepts required from the National Curriculum. Through the teaching of History, we endeavour to teach children 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. Weaving through the heart of our History teaching is a commitment to enhancing and promoting our core Christian values: love, respect and forgiveness.

IMPLEMENTATION

At Durley, History is taught once a week with topics blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.

In order for children to know and retain more in each area of history studied, prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. Allowing this revision to become part of good practice, ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge.

The key historical skills and concepts, which are revisited throughout different units, are:

1. Historical Interpretations
2. Historical Investigations
3. Chronological Understanding
4. Knowledge and Understanding of Events, People and Changes in the Past.

We will, where possible, link History to other subject areas. The coverage of recent history in KS1 enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. We wish to allow a full opportunity for children to really grasp the difficult concept of the passing of time through the use of associated visits, resources and use of local authority history boxes. Due to the nature of our mixed aged classes, KS2 children have the opportunity to revisit prior learning to embed and understanding of chronological order of the time periods.

IMPACT

The impact of using the full range of resources, including displays, will be seen across the whole school. We aim for the learning environment across the school to be consistent with historical technical vocabulary displayed, spoken and used by all learners. In KS2, parental engagement will be improved through the use of history-specific topic homework. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact is also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, teacher assessments aimed at targeting next steps in learning.

Cycle 1

Year 1 and 2 History Long Term Overview		
Autumn Term	Spring Term	Summer
Significant people from the past Florence Nightingale/ Mary Secole	Significant Events from the past Great fire of London	Significant historical events, people and places in their own locality Local Study (Our School)
<ul style="list-style-type: none"> • Begin to understand and recognise why people in the past acted as they did • Demonstrate their developing sense of chronology by using terms concerned with the passing of time. • Recognise their life is different from the lives of people in the past 	<ul style="list-style-type: none"> • Identify some of the different ways in which the past is represented • Begin to understand and recognise why people in the past acted as they did • Demonstrate their developing sense of chronology by using terms concerned with the passing of time. • Recognise their life is different from the lives of people in the past 	<ul style="list-style-type: none"> • Discuss ways of life in the past and how it is similar and different to their own • Begin to understand that dates can be used to describe time and events in time • Be able to identify ways that something has stayed the same (continuity) and changed within living memory and start to link to beyond living memory based on topic learnt • Find answers to simple questions about the past

Cycle 2

Year 1 and 2 History Long Term Overview		
Autumn Term	Spring Term	Summer
Transport	Houses & Homes	Castles/Monarchy
Changes within living memory	Changes within living memory	Significant people from the past
<ul style="list-style-type: none"> • Observe and handle sources of information to answer questions about the past • Understand aspects of the past beyond living memory • Recognise the distinction between past and present in their own and other people's lives • Use everyday vocabulary relating to the passing of time 	<ul style="list-style-type: none"> • Recognise past and present in other people's lives • Demonstrate their developing sense of chronology • Find answers to simple questions about the past 	<ul style="list-style-type: none"> • Demonstrate their developing sense of chronology by using terms concerned with the passing of time. • Recognise their life is different from the lives of people in the past • Demonstrate their developing understanding of chronology by their realisation that the past can be divided into different periods of time • Begin to understand and recognise why people in the past acted as they did • Demonstrate knowledge and understanding of the main events and people studied

Cycle 1

Year 3, 4, 5 History Long Term Overview	
Autumn	Summer
<p>Non-Euro contrast with Britain from: Mayans AD900</p> <p>Non-European society that provides contrasts with British history</p>	<p>Changing Power of the Monarchs</p> <p>An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
<ul style="list-style-type: none"> Understand the historical chronology of the Mayans Identify how aspects of the Mayan civilisation including scientific advancements have influence modern life in the UK 	<ul style="list-style-type: none"> Create timelines to sequence significant events within a period studied. Describe and give some examples of a range of changes at particular points in history while some things remained the same. Describe the cause and / or consequences of an important historical event, offering more than one example of its results with simple examples different types of causes, seeing that events happen for different reasons, not just human action. Recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version. Can find, select and utilise suitable information and sources to formulate and investigate hypothesis.

Cycle 2

Year 3, 4, 5 History Long Term Overview	
Autumn Term	Summer Term
<p>Romans</p> <p>The Roman Empire and its impact on Britain</p>	<p>Ancient Egypt</p> <p>Earliest civilizations</p>
<ul style="list-style-type: none"> Create timelines to sequence significant events within a period studied. Begin to understand historical periods overlap each other and vary in length. Give simple explanations that not everyone in the past lived in the same way. Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and / or over time) and reveals something about history or contemporary life. Describe and ask perceptive question about the origins and purpose of sources, using knowledge of periods and civilisations. Can describe in simple terms how sources reveal important information about the past and recognises that the absence of certain types of sources can make it more difficult to draw conclusions. 	<ul style="list-style-type: none"> Understand that some past civilizations in different parts of the world have some important similarities. Identify and make links between significant characteristics of periods/ civilization studied and others studied previously. Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative. Identify key features of a global empire and life in Ancient Egypt.

Cycle 3

Year 3, 4, 5 History Long Term Overview		
Autumn 1	Spring 1	Spring 2
Stone Age to Iron Age Britain	Saxon & Scots settlement	Vikings
Changes in Britain Stone Age to Iron Age	Britain's settlement by Anglo-Saxons and Scots-Invasions, settlements and kingdoms.	Viking Invasions, Danegold, Edward the confessor, Lindesfarne
<ul style="list-style-type: none"> • Create timelines to sequence significant events within a period studied and correctly order time periods in the history of Britain from early Stone Age to Anglo Saxons & Vikings (1066). • Begin to understand historical periods overlap each other and vary in length. • Describe main features associated with the period / civilization studied, using period specific language. • Describe and give some examples of a range of changes at particular points in history while some things remained the same. • Describe in simple terms how sources reveal important information about the past and recognises that the absence of certain types of sources can make it more difficult to draw conclusions. 	<ul style="list-style-type: none"> • Place events, people and changes into correct periods of time • Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade • Know about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world. 	<ul style="list-style-type: none"> • Place events, people and changes into correct periods of time • Use dates and vocabulary relating to the passing of time • Find out about events, people and changes studied from a range of sources, including ICT sources. • Ask and answer questions. • Select and record information relevant to the focus of an enquiry. • Communicate knowledge and understanding of history in a variety of ways

Year 6 History Long Term Overview

Autumn	Summer
Local Study (Our School)	Ancient Greece
<p>Significant historical events, people and places in their own locality D-Day as a significant turning point in WWII and British history</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<ul style="list-style-type: none"> • Independently create timelines of significant events during periods studies. • Give simple explanations, with simple examples, of why change happened during particular events / periods: • Understand that there are usually a combination of reasons for any change. • Understand that changes do not impact everyone in the same way or at the same time. • Explain the causes and consequences of quite complex events, even though they might still link some in a simple way. • Question sources reliability with reference to the period or civilisation and / or the provenance of the source, considering why difference sources may give conflicting information and offering reasons for this. • Understanding that different accounts of the past emerge for various reasons – different people might give a different emphasis, and that some interpretations are more reliable than others. 	<ul style="list-style-type: none"> • Independently create timelines of significant events during periods studies. • Understand that past civilisations overlap with others in different parts of the world, and that their respective durations vary. • Accurately place civilisations and periods studied in chronological order and may take account of some overlap in duration and intervals between them. • Give reasoned explanations of connections and contrast in characteristic features between civilisations / periods studied, with reference to significant examples. • Make judgements about historical significance against criteria • Understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.