



Penwortham Primary School History Curriculum Overview

History programmes of study: key stages 1 and 2

Purpose of study

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.

Aims

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: 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.



Subject Content

Key Stage 1	Key Stage 2
<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> <p>Pupils should be taught about:</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 [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. 	<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> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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.



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Year One	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Theme	1.Penguins, Possums and Pigs	2. Fire! Fire!	1. Family Album	2. Growth and Green Fingers	1. The Great Outdoors	2. Robots
Breadth of Experience	 Events beyond living memory - Great Fire of London		 Changes within living memory - focus on toys		 Significant historical events, people and places in their own locality - Preston Train Station	

Year Two	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 2	Summer - 2
Theme	1.The Place Where I live	2. Fighting Fit	1.Explorers	2. The Farm Shop	1.Wind in the Willows	2.Buckets and Spades
Breadth of Experience	 Significant places in their own locality - including school and local play areas		 Significant people – Christopher Columbus and Jeanne Baret Neil Armstrong and Valentina Tereshkova		 Events beyond living memory or places in their locality - the seaside then and now Victorian Southport/Blackpool	

Year Three	Autumn - 1	Autumn - 2	Spring - 2	Spring - 2	Summer - 1	Summer - 2
Theme	1.There's No Place Like Home	2. Healthy Humans	1.Rock and Roll!	2. The Iron Man	1.What the Romans Did For Us	2.How Does Your Garden Grow?
Breadth of Experience	 Local History Study inc. fieldwork - Penwortham, Dock finds, Castle, land-use, shops...		 Changes in Britain from the Stone Age to Iron Age		 The Roman Empire and its impact on Britain	

Year 4	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
Theme	1.Sparks Might Fly!	2. The Great Plague	1.The Art of Food	2. Passport to Europe	1.Water, Water Everywhere	2. Hunted
Breadth of Experience	 A theme in British history beyond 1066 - The Great Plague of 1665		 Local History Study -		 Early civilisations - Ancient Egypt	

Year Five	Autumn - 1	Autumn - 2	Spring - 2	Spring - 2	Summer - 2	Summer - 2
Theme	1.A Kingdom United	2. Food, Glorious Food!	1.Earthlings	2. Inventors and Inventions	1.Amazon Adventure	2. Faster, Higher, Stronger
Breadth of Experience	 Britain's settlement by Anglo-Saxons and Scots		 A non-European society – Mayan Civilisation		 Ancient Greece Local History Week – The Dick Kerr Ladies	

Year Six	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer – 1 & 2
Theme	1.Survival!	2. Britten's Got Talent?	1.Heroes and Villains	2. Super Sleuth	Oh! I Do Like To Be Beside The Seaside
Breadth of Experience	 Aspect of British history beyond 1066 - slavery		 Viking and Anglo-Saxon struggle for the Kingdom of England		 Local History Study – suffragettes (the Winkley Square women)



Progression in History

Progression in history involves developing historical perspective through:

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts
- greater independence in applying all these qualities

Progression within a unit

1. Begin by asking them about the History they studied last and find out what they can remember.

2. Start and end with the knowledge web NOT a KWL grid.

3. Make regular reference to chronology and have a timeline in classrooms. Look where the last period they studied is and compare to the one they are doing now.

4. Let the children know what the outcome of the unit of work will be – what are they working towards?

5. Start with primary sources of evidence (museum loans)

6. Start lessons with a question. Lessons should end with new questions.

7. Build vocabulary on working wall

8. Local history links (For example, Preston Fires when studying Fire of London, Coronavirus and lock down when studying the Plague, Stone age remains in docks. When teaching Roman empire, teach the name of the tribe they would have been in in Penwortham.)

Visits to Harris Museum – ON HOLD