



Our Lady of the Rosary RC Primary School

History Curriculum Overview

Our Journey

Love God

Others First

Respect All

Purpose of study

OLOR's history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Our teaching equips 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.

Intent

At OLOR the aim of our History curriculum is to:

- Develop historical enquiry skills so that children can ask questions, evaluate information and think critically.
- Develop an understanding of different historical periods and events and the lives of people who lived in the past, making comparisons between these.
- Develop a sense of chronology and appreciation of children's historical heritage.
- Learn to evaluate sources and connect information from different sources to build a bigger picture, appreciating that interpretations may differ.
- Develop children's understanding of process of change over time and how history has influenced our lives today.
- Develop a love for History and how the past has shaped their lives today.

Implementation

Teachers create a positive attitude to History learning within their classrooms and reinforce an expectation that all pupils can achieve high standards in History. Our whole school approach to the teaching and learning of History involves the following:

- History is taught in our two-week timetable. Lessons of carefully planned and arranged topic blocks by the class teacher. This is a strategy to enable the achievement of a greater depth of knowledge which supports long term memory through regular looping. Topics are revisited and knowledge developed across each phase through focused History events and projects.
- Existing knowledge is checked at the beginning of each topic. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests.
- Skills and progression are mapped out throughout the key stages using the National Curriculum.
- A variety of teaching styles are used to build on 'sticky knowledge' and skills through sequential learning.
- Where appropriate cross-curricular links are made with other subjects such as English, Science, DT and Art.
- Children are given opportunities to work independently and others in pairs and small group activities. Teaching is adapted to suit the needs of our learners.
- Children are offered a wide range of extra-curricular activities, visits, trips and History themed weeks to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.
- At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

Impact

The impact of History lessons at OLOR is measured by assessing children's new knowledge, understanding and skills and their ability to use and recall this with fluency. This will be monitored by:

- Children's work is marked on a regular basis as per our school policy. This informs teacher assessments and, along with the use of knowledge organisers
- Formal assessment takes place at the end of each term to track progression of knowledge and skills. This focusses on our 'sticky knowledge'
Through our subject monitoring we listen to pupil voice, complete book-looks and teacher questionnaires. These provide an overview of History learning across the school.

OLOR pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, OLOP teachers often introduce pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils are taught about:

- 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.

	Nursery	Reception
Autumn Term	Me and My Family Remembrance Day	Me, My Family and My Home Remembrance Day
Spring Term	People who Help Us History through Nursery Rhymes	Traditional Tales Comparing and Contrasting

Summer Term	Look at how life has changed from my grandparents/parents during History Week 1960's/1990's (two year cycle)	Use my knowledge to talk about the past for History Week 1960s/1990s (two year cycle)
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Nursery	
Reception	<ul style="list-style-type: none"> • Know that we remember significant events from the past • Know that homes looked different in the past – compare kitchens • Know that vehicles looked different in the past • Know how to discuss the past and future • Know that seaside holidays also happened in the past. (Geography link)

Key stage 1

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Key Stage 1 – Topic Overview

	Year 1	Year 2
Autumn Term	The history of transport (incl. Windrush & Black History)	A range of events beyond living memory that are significant nationally or globally
Spring Term		Significant historical events, people and places in their own locality
Summer Term	Explorers	The lives of significant individuals in the past who have contributed to national and international achievements

<p>Year 1</p>	<p>Transport</p> <ul style="list-style-type: none"> To understand the changes in transport over time To know the changes with cars within living memory To know about the invention of passenger trains in the local area. To collect transport data within the local environment* To know about the ship called the Empire Windrush To know what life was like for the Windrush generation To understand how the migrants felt after travelling to live in England. <p>Local Area History</p> <ul style="list-style-type: none"> To understand changes to Davyhulme Park 	<p>Explorers</p> <ul style="list-style-type: none"> To know what an explorer is. To know who Amelia Earhart was and what she achieved. To know who Captain Robert Scott was and why he failed. To know who Neil Armstrong was and what he achieved. To compare Neil Armstrong and Tim Peake. To chronologically order expeditions of famous explorers.
<p>Year 2</p>	<p>Great Fire of London</p> <ul style="list-style-type: none"> To know how London has changed from 1666 to today. To know some jobs people did in 1666 London (rat catcher, firefighter, apothecary). To be able to sequence the events of the Great Fire of London. To know the importance of Samuel Pepys and how his diary helps us understand the events of the fire. To know what life was like after the Great Fire of London. 	<p>Life as a Victorian Child</p> <ul style="list-style-type: none"> To know that 'The Victorians' was when Queen Victoria was on the throne To know that Sarah Forbes Bonetta was also an orphan who lived with Queen Victoria To know about daily life in the Victorian era. To understand how Victorian schools were different to schools today. To know the impact of the Victorians on modern day celebrations.

Key stage 2

In key stage 2, 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 are able to 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 construct informed responses that involve thoughtful selection and organisation of relevant historical information. They 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 combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

	Year 3	Year 4	Year 5	Year 6
Autumn Term	The Stone Age to the Iron Age	Ancient Greece – a study of Greek life and achievements and their influence on the western world	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	Wars in Britain from the War of the Roses to WWII Local Area study linked to WWII
Spring Term		The Roman Empire and its impact on Britain		
Summer Term	Ancient Civilisations	Pompeii and Campanai* Changes in our local area*	Mayan civilization c. AD 900 A non-European society that provides contrasts with British history.	

* indicates a cross-curricular link

Year 3	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none">• Know that the Stone Age was over thousands of years ago (other history learning was only hundreds of years ago)• Know that people made tools and lived in caves and basic shelters• Know that farming was an invention• Know that people made detailed clothing and jewellery• Know that coins and pottery had been invented• Know that people started to live in round houses• Know that the discovery of metal changed the way that people lived• Know what the buried hoards/finds tell us about Britain at the time.	<p>Ancient Civilisations</p> <ul style="list-style-type: none">• Know that the Shang Dynasty, Ancient Egyptians, Ancient Sumer and Indus Valley are the four ancient civilisations• Know that the civilisations overlap chronologically• Know that each civilisation invented things we still use today• Know that each civilisation started near a river (Geography link)• Know that the Egyptians believed in many different gods• Know about the social hierarchy within Ancient Egypt.• Know that the Egyptians buried their leaders in pyramids• Know that there are other important monuments (Sphinx, Temple at Luxor)• Know that it is because of tomb raiders that we know what the pyramids contain.• Know and the life and burial of Tutankhamun.
Year 4	<p>Ancient Greeks</p> <ul style="list-style-type: none">• To know when the Ancient Greek era was.• To know the geography of Ancient Greece led them to be powerful.• To know the Ancient Athenians created democracy.• To analyse the Ancient Greeks' lifestyle. (Athens and Sparta)• To read Ancient Greek myths and understand their impact• To know about the ancient Olympic Games and its legacy.• To debate what was the greatest Greek influence.	<p>Ancient Romans</p> <ul style="list-style-type: none">• To know Britain was part of the Roman Empire.• To know who Boudicca was.• To know how Romans spent their leisure time.• To know why the Roman soldiers need to be fit and the defence skills they used. (Linked to school trip)• To know the impact Romans had on the way people lived.• To know the Legacies of the Romans.

<p>Year 5</p>	<p>Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> • Know that the Romans left Britain in AD410 • Know that the Jutes, Angles and Saxons invaded Britain • Know some of the impact of Anglo-Saxons on Briton (language and Kingdoms) 	<p>The Mayan Civilization</p> <ul style="list-style-type: none"> • Know that the Romans left Britain in AD410 • Know that the Jutes, Angles and Saxons invaded Britain • Know some of the impact of Anglo-Saxons on Briton (language and Kingdoms) • Know the impact of early monarchs (King Alfred the Great) on Briton.
<p>Year 6</p>	<p>Wars in Britain from the War of the Roses to WWII</p> <ul style="list-style-type: none"> • Know that people go to war for different reasons and can give examples (political, religious, economic). • Know the key events of the War of the Roses • Know that the War of the Roses was a civil war fought in England • Know that the battle of Bosworth Field ended the War of the Roses. • Know the elements that led to WWI • Know what life was like for a soldier in WWI • Know about trench warfare in WWI • Know about advancements in warfare in WWI • Know about the involvement of animals in WWI • Know that Germany went to war due to impact of WWI • Know what happened during the Blitz and the Battle of Britain • Know which country Germany invaded first. • Know the reasons children were evacuated from major cities in Britain • Know about the Holocaust • Know the events that led to the end of WWII 	