

History Curriculum Overview



Every Moment Matters

Make it Matter: 'What was their legacy?'

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.

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.

Pupils should be 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
- 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

| KS1 Year A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|---------------------|----------|-----------|-----------------|----------|
| Lives of significant individuals in the past who have contributed to national and international achievements | Mining | | | Explorers | | |
| Significant historical events, people and places in our locality | Mining | War and Remembrance | | | | |
| Events beyond living memory that are significant globally or locally | Mining | War and Remembrance | | | | |
| Compare aspects of life in different periods | | | | Explorers | | |
| Changes within living memory | | War and Remembrance | | | The UK / London | |

| KS1 Year B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--------------------------|------------------|---------------------------|----------------|-------------------|-------------------|
| Lives of significant individuals in the past who have contributed to national and international achievements | The Great Fire of London | Polar Adventures | | To The Rescue! | | |
| Significant historical events, people and places in our locality | | Polar Adventures | Cornish Myths and Legends | | | |
| Events beyond living memory that are significant globally or locally | The Great Fire of London | | Cornish Myths and Legends | To The Rescue! | | |
| Compare aspects of life in different periods | The Great Fire of London | | | | | |
| Changes within living memory | | | Cornish Myths and Legends | | Wonderful Weather | Sun, Sea and Sand |

- significant historical events, people and places in their own locality

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.

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

The National Curriculum History Programme of Study provides the content that must be taught to each year group.

Below is a grid showing how at Perran-ar-Worthal School we structure our history teaching for KS2.

| | | | | | | | |
|---|---|---|----------------------------------|---|----------|-------------------------|------------------------------|
| Year 3 | Influences on Britain pre 1066 | | Early Civilisations | | | | |
| | Autumn 1 | | Spring 1 | | Summer 1 | | |
| | Stone Age, Bronze Age and Iron Age | Stone Age | Ancient Egypt | Impact | | Local History | |
| | | Bronze Age | | Daily Life | | | |
| | | Iron Age | | Mummification | | | |
| | | Discoveries | | | | | |
| | Scripture | | | | | | |
| | | | Gods | | | | |
| Key Question: How did Britain change over the course of 10,000 years? | | Key Question: What is the legacy of the Ancient Egyptians? | | Key Question: How has the history of Cornwall shaped the county today? | | | |
| Year 4 | Autumn 1 | | Spring 1 | | Summer 1 | | |
| | Romans | Empire | Shang Dynasty | Culture | | World War II | |
| | | Invasions | | Reign | | | Outbreak of War |
| | | Soldiers | | Region of Rule | | Battle of Britain | |
| | | Roads | | Materials | | The Blitz | |
| | | Boudicca and the Celts | | Artefacts | | Rationing and Food | |
| | | Hadrian's Wall | | Worship | | National Service | |
| Key Question: What did the Roman's give Britain? | | Key Question: What is the legacy of the Shang Dynasty? | | Key Question: What impact did the war have on our lives in Britain today? | | | |
| Year 5 | Autumn 1 | | Spring 1 | | Summer 1 | | |
| | Anglo Saxons | The Invaders | Ancient Greece | Culture and Life | | British Monarchy | |
| | | Place Names | | Gods | | | William the Conqueror |
| | | Village Life | | Artefacts | | | Henry V |
| | | Culture | | Differences in Society | | | Henry VIII |
| | | Gods | | Democracy | | | James VI |
| | | Conversion to Christianity | | Marathon | | | Victoria |
| Key Question: How did the Anglo-Saxons shape Britain today? | | Key Question: What is the legacy of the Ancient Greeks? | | Key Question: What role did these monarchs have in shaping Britain? | | | |
| Year 6 | Autumn 1 | | Spring 1 | | Summer 1 | | |
| | Vikings | The Raiders | Early Islamic Civilisation | Baghdad | | Crime and Punishment | |
| | | Kings | | House of Wisdom | | | Roman Courts |
| | | Danegeld | | Scholars | | | Anglo-Saxon Laws and Justice |
| | | Viking Life | | Caliphs | | | Tudor Tortures |
| | | Laws and Justice | | Art | | | Georgian Capital Punishment |
| | | Legacy | | Trade and Power | | | Victorian Prisons |
| Key Question: Why did the Vikings settle in Britain? | | Key Question: What is the legacy of the Early Islamic Civilisation? | | Key Question: How has the legal system changed over time in Britain? | | | |