



History Curriculum Overview

Fulwood and Cadley Primary School

The National Curriculum Purpose of Study for History:

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 History – key stages 1 and 2
- 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

History: School Statement of Intent

In History at Fulwood and Cadley, we aim to inspire our pupils', we want our children to become historians. Through the use of primary and secondary resources, experiences through virtual links to museums, historical places and through visitors, our children will be equipped to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgements. We want our children to understand the complexity of people's lives, the process of change, the diversity of societies and how all of this has shaped this nation and how Britain has influenced and been influenced by the wider world. As a school, we strive to embed four core fundamental areas within our teaching and learning of history, which are; to use evidence to find out about the past, to build an overview of world history, to understand chronology and to communicate historically.

History Whole School Curriculum Map

Class 1 & 2 EYFS	Understanding the World		
	<p style="text-align: center;"><u>Past and Present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
Class 2 (Year 1)	Events Beyond Living Memory that are significant nationally or globally	Changes within living Memory	Lives of Significant Individuals who have contributed to national or international achievements
	<p>Curriculum Suggestions:</p> <ul style="list-style-type: none"> ➤ Events commemorated festivals and anniversaries ➤ Seaside holidays beyond living memory ➤ Guy Fawkes and the Gun powder plot 	<p style="text-align: center;">Toys past and present</p> <p>Q: How have toys changed over time?</p> <p><i>Lancashire loan history boxes – Toys then and now</i></p> <p>Where appropriate, these should be used to reveal aspects of changes in national life</p> <p>Contrast this with lives of parents/ grandparents</p>	<p style="text-align: center;">Captain Robert Falcon Scott</p> <p>Q: Who was Captain Robert Falcon Scott and what was his achievement?</p>
Class 3 (Year 1)	Events Beyond Living Memory that are significant nationally or globally	Changes within living Memory	Lives of Significant Individuals who have contributed to national or international achievements
	<p>Curriculum Suggestions:</p> <ul style="list-style-type: none"> ➤ Toys ➤ Castles 	<p style="text-align: center;">Transport past and present</p> <p>Q: How has transport changed over time?</p> <p><i>Lancashire loan history boxes – Transport</i></p>	<p style="text-align: center;">Florence Nightingale</p> <p>Q: Who was Florence Nightingale and what was her achievement?</p>

	<p>Trip – Clitheroe Castle Museum</p> <p>Lancaster Castle</p>	<p>Trip – Bury Transport Museum (No trips until 2022)</p>	<p><i>Lancashire loan history boxes – Florence Nightingale</i></p>
<p>Class 4 (Year 2)</p>	<p>Events Beyond Living Memory that are significant nationally or globally</p>	<p>Significant Historical Event People and places with their own locality</p>	<p>Lives of Significant Individuals</p>
	<p>The Great Fire of London (Year 1 transition unit)</p> <p>Q: How did the Great Fire of London begin?</p> <p><i>Lancashire loan history boxes – Big Books The Pelican Big Book range with resources</i></p> <p>Trip - Greater Manchester Fire Service Museum – Focus - The Great Fire of London</p>	<p>Victorians</p> <p>Develop awareness of significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> Focus on people and places in our own locality. <p><i>Lancashire loan history boxes – The Victorian life</i></p> <p><i>Lancashire loan history boxes – Seaside/ Seaside Costume</i></p> <p>Trip - Greater Manchester Fire Service Museum – Focus – Victorians</p>	<p>Victorian Link</p> <p>LS Lowry, Pieter Bruegel the Elder or Charles Dickens.</p> <p><i>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</i></p>
<p>Class 5 (Year 2/3)</p>	<p>British History</p>	<p>Significant Historical Event People and places with their own locality</p>	<p>Lives of Significant Individuals</p>
	<p>The changing power of Monarchs</p> <p>Examples of Historical investigations</p> <ul style="list-style-type: none"> <i>King John of England (middle Ages) – Link with Robin Hood</i> 	<p>The Industrial revolution</p> <p>Develop awareness of significant historical events, people and places in their own locality.</p>	<p>Queens/ Intrepid Explorers</p> <p>Demonstrate awareness of the lives of significant individuals in the past who have</p>

	<ul style="list-style-type: none"> • Queen Anne • Queen Victoria. • King Henry V111 • Local festivals: Jubilee/ Guild 	<p>Q: How did the Industrial Revolution shape the way we live today?</p> <p><i>Quarry Bank Mill - Manchester</i></p> <p><i>Cotton Mills in Preston</i></p> <p><i>Science and Industry museum - Manchester</i></p>	<p>contributed to national and international achievements.</p> <p>Compare aspects of life in different periods:</p> <ul style="list-style-type: none"> ➤ Elizabeth I compared to Queen Victoria (Famous Queens) ➤ Christopher Columbus compared to Neil Armstrong (Intrepid Explorers) ➤ William Caxton and Tim Berners-Lee (Spreading the word) <p><i>Lancashire loan history boxes - Explorers</i></p>
Class 6 (Year 3)	British History	British History	A local History Study
	<p>Stone Age to Iron Age</p> <p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age</p> <p>Examples of Historical investigations (Please select at least one)</p> <ul style="list-style-type: none"> ✓ Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ✓ Bronze Age religion, technology and travel, e.g. Stonehenge ✓ Iron Age hill forts; tribal kingdoms, farming, art and culture. <p><i>Lancashire loan history boxes - Prehistory - Stone Age to Iron Age</i></p>	<p>The Roman Empire</p> <p>Describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Examples of Historical investigations (Please select at least one)</p> <ul style="list-style-type: none"> ✓ Julius Caesars attempted invasion in 55-54BC ✓ The Roman empire by AD42 and the power of its army ✓ Successful invasion by Claudius and conquest including Adrian's Wall. ✓ British Resistance e.g Boudicca <p>'Romanisation' of Britain sites such as Caerwent and the impact of technology, culture and beliefs including Christianity.</p> <p><i>Lancashire loan history boxes - Roman Life</i></p>	<p>A Roman Invasion</p> <p>Demonstrate knowledge of aspects of history significant in their locality.</p> <p>Examples of Historical investigations (Please select at least one)</p> <ul style="list-style-type: none"> ✓ An in-depth study linked to a British history topic ✓ A study over time tracing how several aspects of natural history are reflected in the locality ✓ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p><i>Trip – Ribchester</i></p>
Class 7	British History	World History – Earliest Civilisations	A local History study

(Year 4)			
	<p align="center">The Tudors</p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</p> <p>Q: How many wives did Henry VIII have?</p> <p><i>Lancashire loan history boxes – The Tudors</i></p>	<p align="center">Ancient Egypt</p> <p>The achievements of the earliest civilisations – An overview of when and where the first civilisations appeared and an in-depth study.</p> <p>Q: Why did the Ancient Egyptians build pyramids?</p> <p><i>Lancashire loan history boxes – Ancient Egypt</i></p>	<p align="center">Samlesbury Hall</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><i>Trip – Samlesbury Hall</i></p>
Class 8 (Year 4/5)	British History	World History	World History – Earliest Civilisations
	<p align="center">Anglo-Saxons and Scots (Yr.5)</p> <p>Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</p> <p>Examples of Historical investigations (Please select at least one)</p> <ul style="list-style-type: none"> ✓ Roman withdrawal from Britain in AD 410 and the fall of the Western Roman empire ✓ Scots invasions from Ireland to Scotland ✓ Anglo-Saxon Invasions, settlements and kingdoms – place names and village life ✓ Anglo Saxon art and culture ✓ Christian conversion – Canterbury, Iona and Lindisfarne. <p><i>Lancashire loan history boxes - The Anglo Saxons</i></p>	<p align="center">Ancient Greece (Yr.5)</p> <p>A study of Greek life and achievements and their influences on the Western World</p> <p>Q: Who were the Ancient Greeks and what was their influence on the Western world</p> <p><i>Lancashire loan history boxes – Ancient Greece</i></p>	<p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Demonstrate more in-depth knowledge of one specific civilisation.</p> <p>Choose from:</p> <ul style="list-style-type: none"> ✓ Ancient Sumner ✓ The Indus Valley ✓ The Shang Dynasty of ancient China

Class 9 (Year 5)	British History	World History	Non-European contrast to British History
	<p>Beyond 1066 – WW1 Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p>WW1 and its impact on Britain The Battle of Britain</p> <p><i>Lancashire loan history boxes – The Twentieth Century – Wartime</i></p> <p><i>Trip – Imperial War Museum</i></p>	<p>Ancient Greece A study of Greek life and achievements and their influences on the Western World</p> <p>History of Greek Olympics and its modern-day influence on the western world.</p> <p><i>Lancashire loan history boxes – Ancient Greece</i></p>	<p>Describe key aspects of a non-European society such as the early Islamic civilisation.</p> <p>Choose from:</p> <ul style="list-style-type: none"> ✓ Early Islamic Civilisation, including the study of Baghdad (AD 900) ✓ Mayan Civilisation (AD 900) ✓ Benin (West Africa AD900 – 1300) <p><i>Lancashire loan history boxes – Mayan and Aztec Civilizations/ Baghdad AD 900</i></p>
Class 10 (Year 6)	British History	British History	British History
	<p>Beyond 1066 – WW2</p> <p>Q: What was the impact of WW2 on Britain?</p> <p><i>Lancashire loan history boxes – The Twentieth Century – Wartime</i></p> <p><i>Trip - Greater Manchester Fire Service Museum – Focus – WW11</i></p> <p><i>Trip – Air Raid shelters – Stockport</i></p> <p><i>Trip – Imperial War Museum</i></p>	<p>Viking and Anglo-Saxon Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</p> <p>Examples of Historical investigations (Please select at least one)</p> <ul style="list-style-type: none"> ➤ Viking raids and invasions ➤ Resistance by Alfred the great and Athelstan, first King of England. ➤ Further Viking invasions and Danegeld ➤ Anglo-Saxons Laws and Justice ➤ Edward the confessor and his death in 1066 <p><i>Lancashire loan history boxes - The Anglo Saxons/ The Vikings</i></p>	<p>The changing role of women</p> <p>Q: How did the suffragettes change Britain?</p> <p><i>Trip – The Pankhurst Centre Manchester</i></p>

Class 11 (Year 6)	British History	British History	British History
	<p align="center">Beyond 1066 – WW2</p> <p>Q: What was the impact of WW2 on Britain?</p> <p><i>Lancashire loan history boxes – The Twentieth Century – Wartime</i></p> <p>Trip - Greater Manchester Fire Service Museum – Focus – WW11</p> <p>Trip – Air Raid shelters – Stockport</p> <p>Trip – Imperial War Museum</p>	<p align="center">Viking and Anglo-Saxon</p> <p>Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</p> <p>Examples of Historical investigations (Please select at least one)</p> <ul style="list-style-type: none"> ➤ Viking raids and invasions ➤ Resistance by Alfred the great and Athelstan, first King of England. ➤ Further Viking invasions and Danegeld ➤ Anglo-Saxons Laws and Justice ➤ Edward the confessor and his death in 1066 ➤ <p><i>Lancashire loan history boxes - The Anglo Saxons/ The Vikings</i></p>	<p align="center">The changing role of women</p> <p>Q: How did the suffragettes change Britain?</p> <p>Trip – The Pankhurst Centre Manchester</p>