



St Mary's Catholic Primary School
Educate, Protect, Love, Serve
#making a difference together

Our Vision Statement

With the love of Jesus and the inspiration of Mary at our heart, we will be the best we can be.
At St. Mary's we provide every member of our school family with the opportunity to achieve academically and thrive spiritually and socially.

History Curriculum Overview 2023-24

'be a Historian'

The History Curriculum Intent:

The intent of the History Curriculum at St Marys', is to ensure that our learners have a coherent knowledge and understanding of Britain's past and that of the wider world. We want our learners to develop a deep sense of life-long historical knowledge enabled by skills that they use for the rest of their lives. We encourage our learners to develop a context for their growing sense of identity and a diverse chronological framework for their knowledge of significant events and people. We encourage our learners to use a high-level of historical vocabulary relevant to the topic that they are studying and to have a concrete understanding of key historical terms.

Throughout our History Curriculum, we aim to combine substantive and disciplinary knowledge so that our learners can remember:

- key dates;
- people;
- features of history.

Whilst developing the skills of historians to understand and know:

- Continuity and change;
- Cause and consequence;
- Similarity and difference (diversity);
- Significance of events and people

Whilst also weaving together a secure understanding of chronology and world-building geographical knowledge to lay a foundational understanding to build upon.

We believe that what our learners acquire through history can influence their decisions about personal choices, attitudes and values. Our intent, when teaching history, is to stimulate our learners' curiosity in order for them to develop their knowledge, skills and understanding.

Experiences for pupils are:

- Inclusive
- Exciting
- Challenging
- Engaging
- Real and experiential
- Relevant to their context
- Influenced by pupils
- Progressive
- Values-led
- Safe

The curriculum is designed to include:

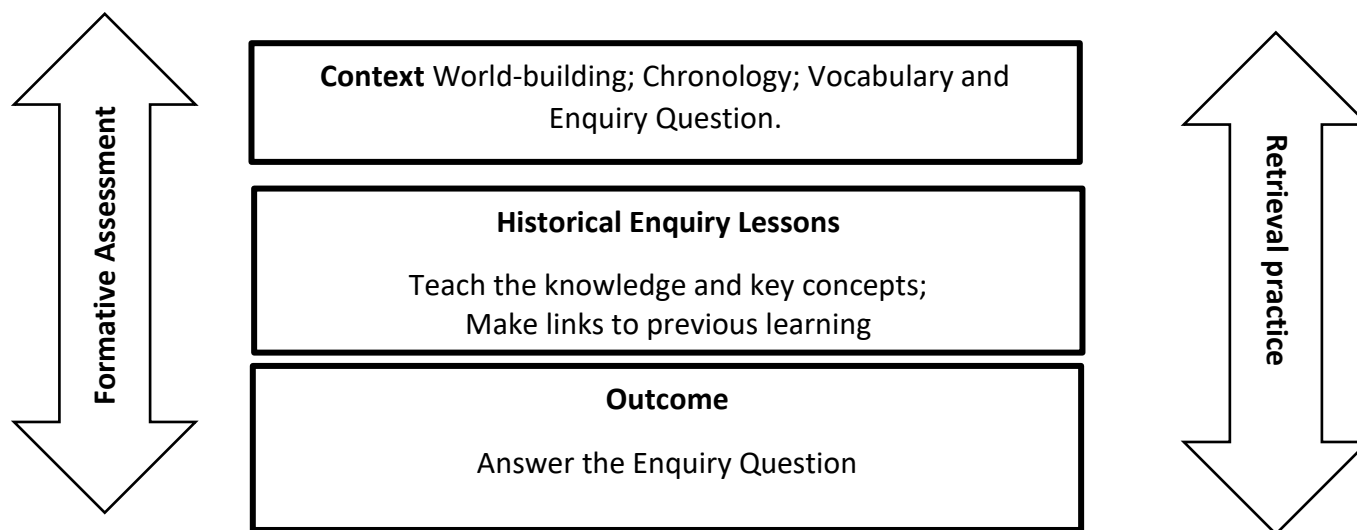
- A clearly articulated learning journey with a purposeful outcome
- An engaging stimulant for learning
- Opportunities for pupils to contribute to planning the learning journey
- Real experiences
- Application of basic skills
- Cross-curricular links where they add value

The History Curriculum Implementation:

We teach our learners to understand how events in the past have influenced and shaped our lives today; we also teach them to investigate these past events and by doing so, develop skills in the following areas of history:

- Historical Enquiry Approach – so that our learners are led through teaching sequences that are rooted in and capture the interest and imagination of the pupils, place an aspect of historical thinking, concept or process at the forefront of the learners’ minds and result in a tangible, lively, substantial, enjoyable outcome through which learners can genuinely answer the enquiry question.
- Constructing the Past - so that our learners can understand how history fits together using timelines that show an overall narrative of ‘everything’ inter-linking the role that physical geography has on human development.
- Sequencing the Past - so that our learners can understand the chronology of history and understand key times and places using timelines that show an internal narrative of what is to be taught subsequently.
- Continuity and Change - so that our learners can identify how something has changed and some have stayed the same and to recognise if events were isolated or a trend over time.
- Cause and Consequence - so that our learners can understand that some events in history have brought about another event which has produced implications and so that they can realise whether impacts of historical events/people had negative or positive impacts.
- Significance of events and people - so that our learners can identify what is important and why, and also taught about individuals that are significant and both events and achievements that can be viewed that way.
- Using Sources as Evidence - so that our learners understand that history is made up of a variety of different sources and to make judgements using primary and secondary sources.
- Vocabulary - so that our learners can become more articulate historians.

Our history lessons have a mastery approach which enables every learner to access tasks whilst offering all children the ability to become accomplished historians by accessing a high level of challenge, using a purposeful sequence:



	Autumn	Spring	Summer
Year 1	Remembrance EQ: Why do we wear poppies? <ul style="list-style-type: none"> Significant historical events, people and places in their locality 	Toys EQ: How have toys changed since Grandma was a child? <ul style="list-style-type: none"> Changes within living memory – used where appropriate to reveal changes in national life. 	Sense of Place: Cornwall (Local History) EQ: How has Fore Street changed over the years? <ul style="list-style-type: none"> changes within living memory – used where appropriate to reveal changes in national life Significant historical events, people and places in their own locality.
Year 2	Great Fire of London EQ: What caused the Great Fire of London? Do the consequences of it still impact us today? <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. 	Mary Secole: EQ: Who was Mary Secole and why is she a significant person from the past? <ul style="list-style-type: none"> 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. 	Sense of Place: Cornwall (Local History) EQ: How did I.K. Brunel contribute to Cornwall's achievements? <ul style="list-style-type: none"> significant historical events, people and places in their own locality.
Year 3	British History - Prehistoric Britain EQ: How did Britain change during Prehistory? What change was most significant to the way people live? <ul style="list-style-type: none"> Change in Britain from the Stone Age to the Iron Age 	The Ancient Egyptians EQ: Where and when did the earliest civilisations begin? What did the earliest civilisations have in common? What did the Ancient Egyptians achieve and what did it enable them to accomplish? <ul style="list-style-type: none"> the achievements of the earliest civilizations appeared and an in-depth study 	Ancient Greece EQ: What was life like in Ancient Greece? Where can we see the influence of Ancient Greece on our world today? <ul style="list-style-type: none"> a study of Greek life and achievements and their influence on the western world.
Year 4	British History: Roman Britain including The Roman Empire EQ: What was the Roman Empire? <ul style="list-style-type: none"> The Roman Empire 	British History: Roman Britain EQ: How did the Britons react to the invasion? <ul style="list-style-type: none"> The Roman Empire and its impact on Britain 	Sense of Place: Cornwall (Local History) EQ: What evidence is there in Bodmin that shows the impact that WW1 had on its people? <ul style="list-style-type: none"> A local study An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066
Year 5	Non-European society: Early Islamic EQ: Why was Baghdad a significant city? How was the Abbasid Caliphate similar to England around AD 900? <ul style="list-style-type: none"> a non-European society that provides contrasts with British history. 	British History: Anglo-Saxons EQ: How did England change after the Anglo-Saxon settlement? How were Roman and Saxon England different? <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	Sense of Place: Cornwall (Local History) EQ: What history is hidden within Bodmin? <ul style="list-style-type: none"> A local study An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066
Year 6	British History: Vikings and Anglo Saxon EQ: Does describing the Vikings as vicious raiders portray them accurately? Does King Alfred deserve to be known as the Great? How did the Saxons regain control of England? <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 		Sense of Place: Cornwall (Local History) EQ: What impact did WW2 have on Cornwall? <ul style="list-style-type: none"> A local study An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066

The History Curriculum Impact:

We will have learners that remember more and know more about British and World history.

The following outcomes are used to measure the impact of our curriculum:

- Pupils who are passionate about history
- Pupils who confidently apply their learning independently
- Pupils who have relevant key skills
- Pupils who are articulate in history
- Pupils' standards and achievements in history

Pupils who understand:

- How history fits together
- The chronology of history
- How different events have led to continuity and change in our modern day lives
- How some historical events caused further events
- The significance of historical events and people
- The different interpretations of historical events and people
- How to carry out historical enquiries independently
- How to use sources for historical evidence