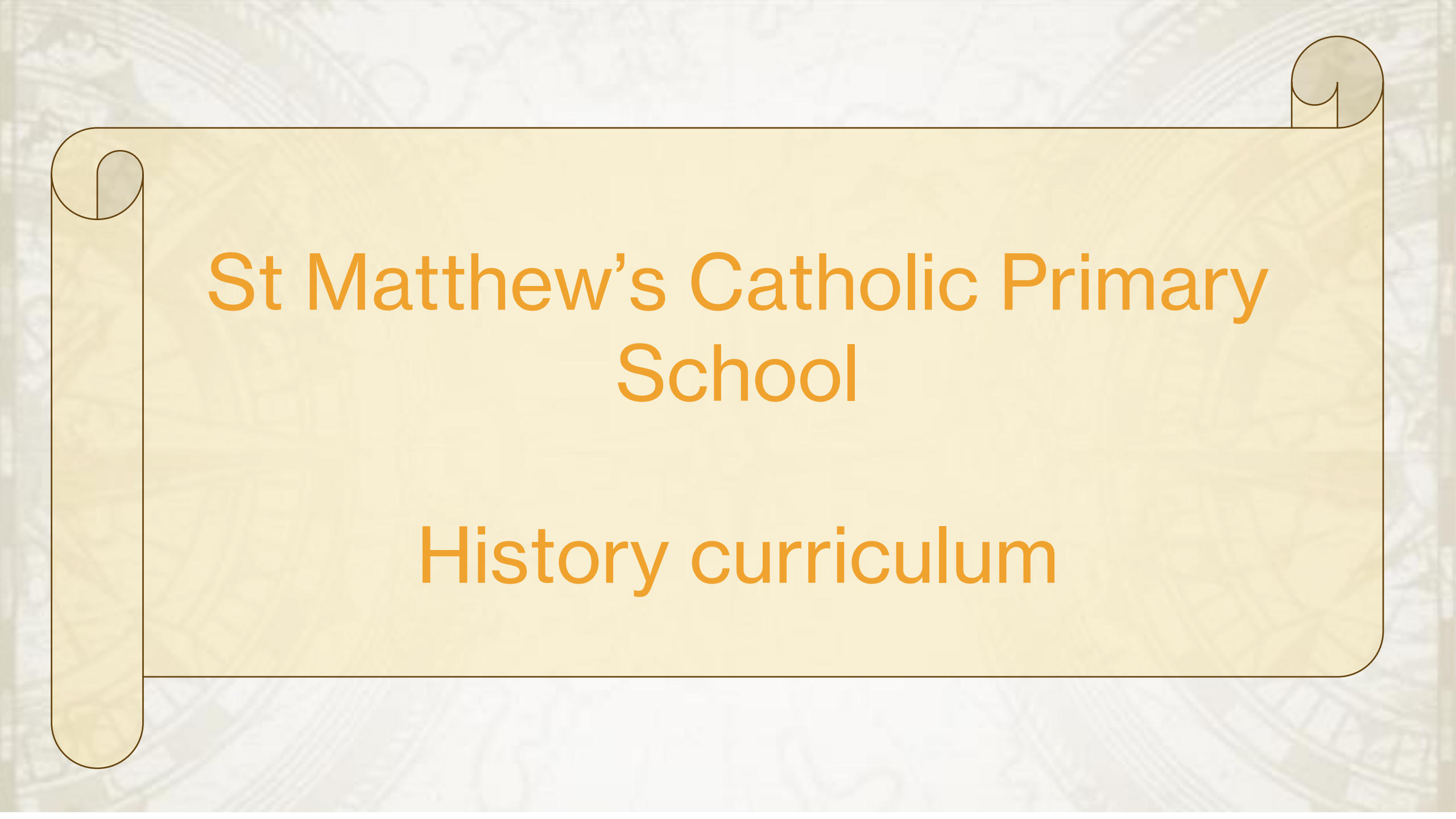




St Matthew's Catholic Primary School

History curriculum

Long Term Overview

St Matthew's Curriculum is skill-based and research-led. We want our children to have the knowledge and understanding of the past, to enable them to have a greater insight into the world and the community in which we live. By gaining an understanding of past achievements and experience, children will obtain their own sense of self and identify enabling them to become confident, knowledgeable, learners. We believe that learning through structure, led by research can make a change to long-term memory. Based on the National Curriculum, we want our children to be learners who ask questions, think critically, listen to different opinions and make judgements based on evidence. For this reason, we use enquiry questions to encourage them to be thoughtful active learners. Our enquiry questions support higher order skills such as: analysing, evaluating, researching, interpreting, critical thinking and reaching a final judgement or conclusion.

History curriculum for St Matthew's Catholic Primary School

Intent

History assists pupils' understanding of the process of change, the diversity of societies, as well as their identity and the challenge of their time. We believe that learning about the past, we can better understand the world we live in. Here, our aim is to inspire our children to explore the past.

Implementation

We can fully engage them with history in a meaningful way when we encourage all pupils to make thoughtful observations and informed judgements about events, people and changes of the world we live in. Our curriculum gives them the tools to ask questions, and to think about and evaluate evidence. It also informs them why it is still important today.

Impact

We want all children to develop a strong and coherent understanding of the past and be able to explore significant events, people, and changes over time. We can enrich this learning through educational visits and visitors. This brings the history to life and helps embed this learning.

OUR HISTORY JOURNEY THROUGH THE YEARS

EYFS

Understanding the World



Year 1



What can old and new toys tell us about how life has changed?



Why do we still remember the Great Fire of London?



How did Florence Nightingale and Daphne Steele help people?

Year 2



How has technology changed the way we live?



Why do we still remember the Gunpowder plot today?



How did Neil Armstrong and Robert Scott make history?

Year 3



How did we know what life was like in the Stone Age?



How did the Bronze Age change the way people lived in Britain?



How did the Iron Age change life in Britain?

Year 4



How did the Roman Empire change Britain?



How did the Anglo-Saxons and Scots change Britain?



How did the Anglo-Saxons and Vikings fight for control of England?

Year 5



How and why old the power of British monarchs change between King John to Queen Victoria?



How and why has crime and punishment changed in Britain over time?



What can Ancient Egypt tell us about how people lived thousands of years ago?

Year 6



How was World War Two a turning point in British history?



How did Ancient Greece shape the way we live today?



How was life in the Kingdom of Benin different from life in Britain between AD 900 to AD 1300?



Different times. Different places. Different lives. Our past helps shape our future.



Meeting the National Curriculum for KS1

changes with living memory. Where appropriate, these should be used to reveal aspects of change in national life	What can old and new toys tell us about how life has changed? How has technology changed the way we live?
events beyond living memory that are significant nationally or globally	Why do we still remember the Great Fire of London? Why do we still remember the Gunpowder Plot today?
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	How did Florence Nightingale and Daphne Steele help people? How did Neil Armstrong and Robert Scott make history?
significant historical events, people and places in their locality	Daphne Steele is linked to Bradford by working for the NHS and was the first matron of colour in the area.

Meeting the National Curriculum for KS2

Changes in Britain from the Stone Age to Iron Age	How do we know what life was like in the Stone Age? How did the Bronze Age change to way people lived in Britain? How did the Iron Age change the life in Britain?
The Roman Empire and its impact on Britain	How did the Roman Empire change Britain?
Britain's settlement by Anglo-Saxons and Scots	How did the Anglo-Saxons and Scots change Britain?
The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	How did the Anglo-Saxons and Vikings fight for control of England?
A local history study	What was happening in Bradford while the power of the monarchy was changing?
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	How and why did the power of British monarchs change from King John to Queen Victoria? How was World War Two a turning point in British History?
The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China	What can Ancient Egypt tell us about how people lived thousands of years ago?
Ancient Greece – a study of Greek life and achievements and their influence on the western world	How did Ancient Greece shape the way we live today?
A non-European society that's provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900, Mayan civilisation c. AD 900, Benin (West Africa) c. AD 900-1300	How was life in the Kingdom of Benin different from life in Britain between AD900 and AD1300?