


# St. Joseph's R.C. Primary School

'Through love and service, with Jesus in our hearts and heads, we can achieve anything.'



|   |   |   |  |   |   |  |   |  |
|---|---|---|--|---|---|--|---|--|
|  | <b>Foundation Stage</b>   |   | <b>Key Stage One</b>   |   | <b>Key Stage Two</b>  |  |   |  |
|   | In the EYFS history is taught through the Understanding of the World: Past and Present Strand. Pupils should talk about and explore the past and present events in their own lives and in the lives of family members and other people who are familiar to them. They should be taught to recognise similarities and differences between themselves and others, and among families, communities and traditions. They should learn that times pass in sequential order and begin to develop a sense of chronology. They should be introduced to and begin to use some of the key vocabulary associated with the passage of time and develop their understanding of the changes that occur over time. Our EYFS Curriculum documentation outlines the UW content more specifically to the theme. |   | 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' significant historical events, people and places in their own locality. |   | 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. |  |   |  |
|   |   | <b>Reception</b>  | <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |
| <b>Autumn Term</b>  |   |   |  |   |   |  |   |  |
|   | <b>Topic</b>  | <b>What makes me special?</b>   | <b>Toys - how have toys changed over time?</b>   | <b>To Infinity and Beyond - how has space travel changed in living memory?</b>  | <b>Let's Rock! - how did people live in the Stone, Bronze and Iron Ages?</b>  | <b>Meet the Greeks - why should we thank the Ancient Greeks?</b>   | <b>That's Settled - who were the Anglo-Saxons?</b>  | <b>Vicious Vikings - why did the Vikings invade Britain and how successful were they?</b>  |
|   | <b>Historical / Enquiry skills and Concepts Progression</b>   | In this unit, the children will:<br><br>Talk about members of their immediate family and community<br><br>Name and describe people who are familiar to them | In this unit, the children will:<br>Develop curiosity to know more about the past<br>Ask and answer questions about the past<br>Begin to use every day historical terms<br>Make connections and draw contrasts between their own lives and those of people in the past   | In this unit, the children will:<br>Devise historical questions. Determine how/where to find out the answers to historical questions. Carry out independent research using books and/or the Internet. Devise ways of sharing research. Explain how significant individuals from the past have contributed to national and international achievements. Compare significant individuals from the past to the experiences of significant individuals from the present (Neil Armstrong and Tim Peake) | In this unit, the children will:<br>Recall, research, select, organise and communicate findings.<br>Develop a chronological understanding of the Stone Age, Bronze Age and Iron Age, and how and why things changed and developed<br>Gain a historically grounded understanding of abstract terms.<br>Use concepts to make connections, draw contrasts and analyse trends. Devise and answer historically valid questions about the Stone Age, Bronze Age and Iron Age. Understand how our knowledge of the past is constructed from a range of sources. Think critically, weigh evidence, sift arguments.  | In this unit, the children will:<br>Select and use terminology and concepts. Select sources as evidence for a particular answer. Compare and contrast different themes, periods and people. Refine responses in the light of new evidence. Communicate in appropriate and effective ways including written, pictorial and orally. Know the legacy of the Greek culture on later periods of British history. Know what life was like for people living in Ancient Greece and how this influenced the western world moving forwards. | In this unit, the children will:<br>Understand the methods of historical enquiry. Explore the 'raw materials' – evidence – of history. Explore significance and historical interpretations. Create their own structured accounts of history. Research, select, organise and communicate findings. Understand how knowledge of the past is constructed from a range of sources. Understand how contrasting arguments and interpretations of the past have been constructed. Know where in the Britain's history the Anglo-Saxon invasions fit. Learn about Anglo-Saxon place names, settlements and village life. Make links with knowledge of Christianity and early Christian conversion in Britain. | In this unit, the children will:<br>Understand the methods of historical enquiry. Explore the 'raw materials' – evidence – of history. Explore significance and historical interpretations. Create their own structured accounts of history. Research, select, organise and communicate findings. Understand how knowledge of the past is constructed from a range of sources. Explore the significance of a key individual. Understand how contrasting arguments and interpretations of the past have been constructed. Know that the Vikings and Anglo-Saxons struggled to gain control of the kingdom of England. Understand how Alfred the Great and Athelstan put up resistance against the Vikings. Understand the chain of events linking the Anglo-Saxons and the Vikings up to the death of Edward the Confessor. |

|                    |   |   |  |   |  |  |  |  |
|--------------------|---|---|--|---|--|--|--|--|
|                    |   |   |  |   |  |  |  |  |
|                    |   | <b>What are our seasons and celebrations?</b>   | <b>A Trip Around Town - how has our town of Heywood changed over time?</b>   | <b>Adventure is out there! - how has transport changed over</b>   |  |  |  |  |
|                    | <b>Historical / Enquiry skills and Concepts Progression</b> | In this unit, the children will:<br><br>Comment on images of familiar situations in the past.         | In this unit, the children will:<br>Develop curiosity to know more about the past<br>Ask and answer questions about the past<br>Begin to use every day historical terms<br>Sequence events on a time line<br>Use every day words relating to the passing of time<br>Use pictures to find out about the past<br>Understand that Heywood has changed over time and start to understand why | In this unit, the children will:<br>Understand how transport has changed over time.<br>Understand how changes nationally have led to changes in transport.<br>Recall events that are significant nationally or globally, the first aeroplane flight, the first female to fly solo (Amelia Earhart). |  |  |  |  |
| <b>Spring Term</b> | <b>Topic</b>  | <b>What could be in this egg?</b>   | <b>Houses and Homes - how is my home different to my grandparents when they were children?</b>   | <b>Fire, Fire! How did the Great Fire of London change our capital forever?</b>   | <b>Ancient Civilisations - where did the first civilisations appear?</b>   | <b>Rotten Romans? - why were the Romans so successful and were they all rotten?</b>  | <b>Marvellous Mayans - why do we remember the Maya?</b>  | <b>World War II and the Home front - what was life like during WWII?</b>   |
|                    | <b>Historical / Enquiry skills and Concepts Progression</b> | In this unit, the children will:<br>Make predictions and comment on why they came to that prediction. | In this unit, the children will:<br>Know that homes have changed over time<br>Compare homes from the past and their own home<br>Develop chronological understanding related to the history of homes over time<br>Ask perspective questions and develop perspective and judgement<br>Use objects and pictures to find out about the past  | In this unit, the children will:<br>Develop the ability to recall stories about the past.<br>Sequence events on a time line.<br>Use everyday words relating to the passing of time.<br>Use pictures to find out about the past.<br>Explore objects to find out about the past.                      | In this unit, the children will:<br>Select and use terminology and concepts.<br>Select sources as evidence for a particular answer.<br>Compare and contrast different themes, periods and people. Refine responses in the light of new evidence.<br>Communicate in appropriate and effective ways including written, pictorial and orally.<br>Know where the first civilisations appeared.<br>Describe what life was like for those living in one of the ancient civilisations.<br>Compare life at this time, to life in modern Britain. | In this unit, the children will:<br>In this unit, the children will:<br>Pose questions and then investigate answers<br>Select, organise and communicate findings using a range of appropriate genres. Compare and contrast different themes, periods and perspectives.<br>Develop a chronological understanding of the 'Romanisation' of Britain.<br>Use and understand terminology and concepts.<br>Use sources, representations and interpretations to support answers.<br>Learn about the life of a Roman soldier.<br>Think critically, weigh evidence, sift arguments.<br>Compare and contrast different themes, periods and people.<br>Use concepts to make connections, draw contrasts and analyse trends.<br>Understand how contrasting arguments and interpretations of the past have been constructed.<br>Recognise significant individuals from Britain's past - Boudicca, Julius Cesar. | In this unit, the children will:<br>Learn about interpretations – why different historians say different things about the decline of the Maya.<br>Learn about similarities and differences as they compare modern-day Maya with the Maya 900 AD.<br>Deduce information from studying a different period: they will have used the Egyptians as a 'way in' to studying the Maya. | In this unit, the children will:<br>Research, select, organise and communicate findings.<br>Develop a chronological understanding of World War II.<br>Devise historically valid questions about World War II<br>Understand how knowledge of the past is constructed from a range of sources.<br>Recognise the strengths and limitations of local history as a way of telling the story of World War II.<br>Know that some children's lives were changed completely during the war. |

|                    |   |   |   |   |   |  |   |   |
|--------------------|---|---|---|---|---|--|---|---|
|                    |   |   |   |   |   |  |   |   |
|                    | <b>Topic</b>  | <b>Which is the smallest mini beast?</b>  | <b>Comparison Study<br/>Go Wild!<br/>Christopher Columbus and Robert Falcon Scott - how have voyages of discovery changed over time?</b>  |   |   | <b>Water Worlds - how did water travel change the world?</b>   |   | <b>World War II - why was winning the Battle of Britain so important?</b>   |
|                    | <b>Historical / Enquiry skills and Concepts Progression</b> | In this unit, the children will:<br>Compare and contrast characters from stories, including figures from the past.<br>Think about the perspectives of others. | In this unit, the children will:<br>Know that travel and exploration has changed over time<br>Develop chronological understanding related to the history of travel<br>Devise historically valid questions about the history of exploration<br>Understand some of the ways in which we find out about the past<br>Ask perceptive questions, develop perspective and judgement<br>Understand how Britain has been influenced by the wider world<br>Compare exploration essentials now and in the past |   |   | In this unit, the children will:<br>Learn about an aspect of British History beyond 1066.<br>Learn how water exploration led to the building of the British Empire and the slave trade and how this was a significant turning point in British History.<br>Think critically, weigh evidence, sift arguments.<br>Compare and contrast different themes, periods and people.<br>Use concepts to make connections, draw contrasts and analyse trends. |   | In this unit, the children will:<br>Research, select, organise and communicate findings.<br>Develop a chronological understanding of World War II.<br>Devise historically valid questions about World War II<br>Understand how knowledge of the past is constructed from a range of sources.<br>Recognise the strengths and limitations of local history as a way of telling the story of World War II.<br>Know and understand how the Battle of Britain was a turning point in WWII. |
| <b>Summer Term</b> | <b>Topic</b>  | <b>Is everyone good in the land of fairy tales?</b>   | <b>Meet the Victorians - what was life like for children in England during the Victorian period?</b>  | <b>At the seaside - how have British holidays changed over time?</b>  | <b>Ancient Egypt - how much did the Ancient Egyptians achieve?</b>  |  | <b>Change in Monarchy - how did the ruling Monarchs influence change in Britain?</b>  | <b>Crime and Punishment - how has this aspect of social history changed over time?</b>  |
|                    | <b>Historical / Enquiry skills and Concepts Progression</b> | In this unit, the children will:<br><br>Explore language from the past<br><br>Recognise objects from stories as being from the past                           | In this unit, the children will:<br>Develop the ability to recall stories about the past.<br>Sequence events on a timeline.<br>Develop curiosity to know more about the past.<br>Ask and answer questions about the past.<br>Begin to use every day historical terms.<br>Make connections and draw contrasts between their own lives and those of people (children) in the past.  | In this unit, the children will:<br>Develop the ability to recall stories about the past.<br>Sequence events on a timeline.<br>Develop curiosity to know more about the past.<br>Ask and answer questions about the past.<br>Begin to use every day historical terms.<br>Make connections and draw contrasts between their own lives and those of people in the past.<br>Know that Britain changing, changed people's holidays. | In this unit, the children will:<br>Select and use terminology and concepts.<br>Select sources as evidence for a particular answer.<br>Compare and contrast different themes, periods and people.<br>Refine responses in the light of new evidence<br>Communicate in appropriate and effective ways including written, pictorial and orally.<br>Know the achievements of the Ancient Egyptians. |  | In this unit, the children will:<br>Create a 'bigger picture' of history - seeing how things fit together over a long time span.<br>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.<br>Reach conclusions based on the evidence.<br>Decide how to present findings effectively.<br>Learn the names of the many monarchs from John through to Victoria.<br>Have an in-depth knowledge of the reign of Victoria, especially the life of children at this time.<br>Research information relating to children and childhood.<br>Compare fiction with primary evidence.<br>Think about continuity and change to an area over time.<br>Explore diversity in a certain area.<br>Make links and connections with other historical themes and periods, and between local, national and wider contexts | In this unit, the children will:<br>Explore changes in the social history of crime and punishment from the Anglo-Saxons to the present.<br>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.<br>Reach conclusions based on the evidence.<br>Decide how to present findings effectively.   |

|  |   |   |  |  |  |  |   |  |
|--|---|---|--|--|--|--|---|--|
|  |   |   |  |  |  |  |   |  |
|  | <b>Topic</b>  | <b>How can we keep ourselves healthy?</b>   |  |  | <b>Our Town - how has Heywood become the township it is today?</b>   | <b>Remarkable Railways - how did the railways transform Rochdale, Heywood and beyond?</b>  | <b>Changing Britain - how has life changed in Modern Britain?</b>   |  |
|  | <b>Historical / Enquiry skills and Concepts Progression</b> | <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and historic vocabulary.</li> </ul> |  |  | <p>In this unit, the children will:</p> <p>Learn about their local area (Heywood and Rochdale) during the Industrial Revolution.</p> <p>Learn how the changes at that time shaped the town we see today.</p> <p>Develop a chronological understanding of the town through the ages.</p> <p>Pose questions and then investigate answers.</p> <p>Select, organise and communicate findings using a range of appropriate genres</p> <p>Compare and contrast different themes, periods and perspectives.</p> <p>Develop a chronological understanding of the changes to the town.</p> <p>Use and understand terminology and concepts</p> <p>Use sources, representations and interpretations to support answers.</p> | <p>In this unit, the children will:</p> <p>Know how railways such as the East Lancs Railway transformed Britain.</p> <p>In this unit, the children will:</p> <p>Pose questions and then investigate answers</p> <p>Select, organise and communicate findings using a range of appropriate genres. Compare and contrast different themes, periods and perspectives.</p> | <p>In this unit, the children will:</p> <p>Create a 'bigger picture' of history - seeing how things fit together over a long time span.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.</p> <p>Reach conclusions based on the evidence.</p> <p>Decide how to present findings effectively.</p> |  |