


<p><b>Implementation</b></p> <p>Teaching is underpinned by the National Curriculum and based on <i>the Rising Stars History</i> scheme of work to ensure progression of skills, knowledge, concepts and vocabulary. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Ideas and concepts are revisited in different, more challenging contexts in later units, using varied assessments and quizzes, which helps children to remember content and integrate new knowledge into their evolving conceptual framework. Links are made within and across units to support children in making connections and in developing a strong overview of chronology, breadth and local to global history. Discussion is encouraged so that teachers can identify and address any misconceptions through providing immediate feedback.</p> <p>Teachers strive to bring the subject of History to life through the use of varied artefacts, resources, workshops and educational visits to enhance and enrich learning.</p>	<div data-bbox="770 140 1482 304" data-label="Section-Header"> <h1>St. James </h1> <p>C. of E. PRIMARY SCHOOL</p> </div> <p><b>Curriculum intent</b></p> <p>Our History curriculum aims to provide children with the necessary knowledge and skills to empower them to take their role as informed and active citizens in the 21<sup>st</sup> century. The content of our curriculum provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Within the units studied, there are recurring themes such as settlement, migration and religion. Engaging with these challenging themes will enable pupils to connect with what is happening in the world around them and to engage in debate about what is happening today, using the past to inform those opinions. Through studying a range of societies from local, British and world history, pupils benefit from a curriculum that enriches their lives and broadens their cultural experience, leading to an increased understanding of culture and heritage. Pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability. Our coherently planned and sequenced History curriculum has the same challenging academic ambitions for all, with all pupils working from a shared starting point to answer the same key questions.</p>	<p><b>Key Skills developed</b></p> <p>By learning History, all pupils will develop their ability to think critically, evaluate evidence and ask questions – all essential to being an excellent historian. Through studying History, all pupils will develop their ability to:</p> <ul style="list-style-type: none"> <li>• Construct the past</li> <li>• Sequence the past</li> <li>• Identify and ask questions about change, similarity and difference.</li> <li>• Understand and ask questions about cause and effect.</li> <li>• Understand and ask questions about significance and interpretation.</li> <li>• Plan and carry out a historical enquiry.</li> <li>• Use sources and evidence.</li> </ul>
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Early Years	We become historians in EYFS through Understanding the World. We cover this aspect of Understanding the World through the following themes: Getting to know you, Let's explore space, Let's discover dinosaurs and fossils, The seaside a long time ago, Dragons knights and castles, The King's birthday.		
	<b>Key Knowledge and Concepts:</b> Chronological knowledge and understanding Changes over time Celebrations Important figures from the past: Mae Jemison, Martin Luther King, Louis Armstrong, Queen Elizabeth the Second.	<b>Key Vocabulary:</b> History, past, present, family, a long time ago, fossils, dinosaurs, change, over time, seasons, days, weeks, months, years, tomorrow, today, yesterday, after, before, later, now, next.	<b>Key Texts:</b> Mae Jemison: A Kid's Book About Reaching Your Dreams. Little People Big Dreams: Martin Luther King Little People Big Dreams: Queen Elizabeth Tree: Seasons Come Seasons Go
	Autumn Term	Spring Term	Summer Term
Year 1	<p style="text-align: center;"><b>My Family History</b> <b>What was life like when our grandparents were children?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop an awareness of the past</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• ask and answer questions, choosing parts of sources to show that they know and understand key features</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented.</li> </ul>	<p style="text-align: center;"><b>The Greatest Explorers</b> <b>Who were the greatest explorers?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• know where the people they study fit within a chronological framework</li> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented</li> <li>• ask and answer questions, choosing and using sources to show that they know and understand the key features of events</li> <li>• use parts of sources to show that they know and understand key features of events</li> <li>• use common words and phrases relating to the passing of time.</li> </ul>	<p style="text-align: center;"><b>Great Inventions – Transport</b> <b>How did the first flight change the world?</b> <b>Why were the Rainhill trials important?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify similarities and differences between ways of life in different periods.</li> </ul>
Year 2	<p style="text-align: center;"><b>The Great Fire of London</b> <b>Did the Great Fire make London a better or worse place?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• choose and use parts of stories and other sources that they know and</li> </ul>	<p style="text-align: center;"><b>Holidays</b> <b>How have holidays changed over time?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• learn about changes within living memory</li> <li>• understand historical concepts such as continuity and change, similarity and difference</li> <li>• ask historically valid questions</li> <li>• identify similarities and differences between</li> </ul>	<p style="text-align: center;"><b>Our Local Heroes</b> <b>Who are our local heroes?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• know where the people they study fit within a chronological framework</li> <li>• ask and answer questions</li> <li>• study significant historical people and places in</li> </ul>

	<p>understand key features of events</p> <ul style="list-style-type: none"> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• know where events they study fit within a chronological framework.</li> </ul>	<p>ways of life in different periods</p> <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which the past is represented</li> <li>• use a wide range of everyday historical terms</li> <li>• use parts of stories and other sources to show they know and understand key features of events</li> <li>• use sources to show they know and understand the past</li> <li>• suggest reasons why changes took place.</li> </ul>	<p>their own locality</p> <ul style="list-style-type: none"> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• choose parts of sources to show that they know and understand key features of events</li> <li>• use a wide vocabulary of everyday historical terms.</li> </ul>
Year 3	<p><b>The Stone Age</b> <b>What was new about the New Stone Age?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• develop the appropriate use of historical terms, and note connections and contrasts over time</li> <li>• construct informed responses that involve the selection of relevant historical information</li> <li>• regularly address historically valid questions about similarity and difference</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• establish clear narratives within and across the periods they study.</li> </ul>	<p><b>The Bronze Age and the Iron Age</b> <b>Which was more impressive – the Bronze Age or the Iron Age?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• address historically valid questions about change, similarity and difference</li> <li>• develop the use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• address historically valid questions about trends and significance.</li> </ul>	<p><b>Local History</b> <b>Why should we preserve our locality?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• develop a chronologically secure knowledge and understanding of British and local history</li> <li>• develop the appropriate use of historical terms</li> <li>• address and devise historical valid questions about change, cause, similarity, difference and significance</li> <li>• construct informed responses that involve selection of relevant information</li> <li>• understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
Year 4	<p><b>The Ancient Egyptians</b> <b>How much did the Ancient Egyptians achieve?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• study the achievements of the earliest civilisations</li> <li>• develop a chronologically secure knowledge and understand of British, local and world history</li> </ul>	<p><b>Roman Britain</b> <b>What happened when the Romans came to Britain?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• address historically valid questions about change, cause and significance</li> <li>• construct informed responses that involve the</li> </ul>	<p><b>Crime and Punishment</b> <b>How has Crime and Punishment changed over time?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• establish clear narratives over periods of study</li> <li>• note connections, contrasts and trends over time and develop the use of historical terms</li> </ul>

	<ul style="list-style-type: none"> <li>• note connections, contrasts and trends over time</li> <li>• develop the use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• address and devise historically valid questions about similarity, difference and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<p>thoughtful selection and organisation of historical information</p> <ul style="list-style-type: none"> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about similarity and difference.</li> </ul>	<ul style="list-style-type: none"> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• address historically valid questions about continuity, and change and cause</li> <li>• address and devise historically valid questions about continuity and change, similarity and difference, and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
Year 5	<p><b>The Anglo-Saxons</b> <b>Was the Anglo-Saxon period really a Dark Age?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> <li>• develop the appropriate use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• note connections, contrasts and trends over time</li> <li>• regularly address and devise historically valid questions about significance.</li> </ul>	<p><b>The Vikings</b> <b>Would the Vikings do anything for money?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• establish clear narratives within and across the periods</li> <li>• develop the appropriate use of historical terms</li> <li>• address historically valid questions about cause and significance</li> <li>• construct informed responses that involve the thoughtful selection and organisation of relevant historical information</li> <li>• note contrasts and connections over time.</li> </ul>	<p><b>Journeys</b> <b>What makes people go on a journey?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> <li>• establish clear narratives</li> <li>• address and devise historically valid questions about significance and cause and change</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time.</li> </ul>
Year 6	<p><b>The Maya Civilisation</b> <b>Why should we remember the Maya?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• establish clear narratives within and across periods they study</li> <li>• regularly address historically valid questions about similarity and difference and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time</li> <li>• develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about change, cause and significance.</li> </ul>	<p><b>The Ancient Greeks</b> <b>What did the Greeks do for us?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop the use of historical terms</li> <li>• address and devise historically valid questions</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• continue to develop a chronologically secure knowledge and understanding of world history</li> <li>• consistently answer and ask historically valid questions about similarity and difference.</li> </ul>	<p><b>The Impact of War</b> <b>Did WWI or WWII have the biggest impact on our locality?</b></p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>• address and devise historically valid questions about change, cause and significance</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends</li> <li>• construct informed responses that involve thoughtful selection and organisation of historical information</li> <li>• develop the use of appropriate historical terms.</li> </ul>

