



History Curriculum

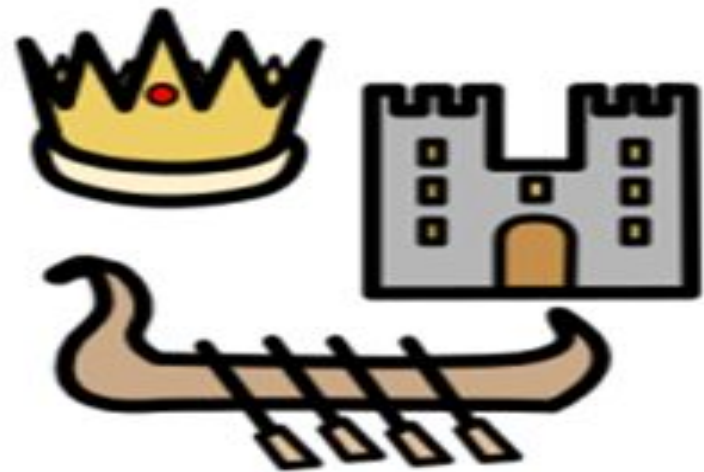
"Learning Together, Achieving Together"



National Curriculum in England for History

The national curriculum for history aims to ensure that all pupils:

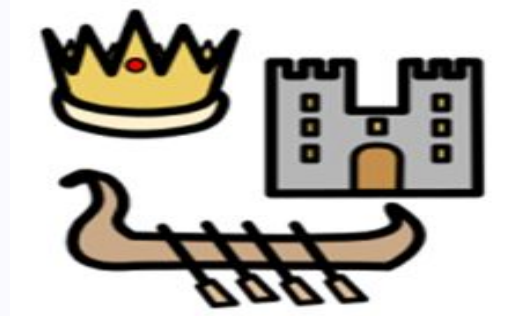
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history 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
- 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.



Our Intent

At Mereside Primary Academy the History Curriculum enables our pupils to **learn together and achieve together** to know and understand historical concepts, chronological narrative and enquiry. We want our children to be enthusiastic Historians. We aim to provide an engaging curriculum that will give the children the chronological knowledge that is needed to understand the world and their place in it. As well as developing chronological knowledge and awareness, the History curriculum aims to encourage historical enquiry which allows children to pose historical questions, gather and evaluate evidence, draw conclusions and make connections as well as being able to communicate these findings with an understanding of historical vocabulary. Throughout their journey at Mereside Primary Academy, children will develop an understanding of change and continuity, similarities and differences, cause and consequence, historical significance, sources of evidence and historical interpretations. The History curriculum that we provide allows children to learn practically and also allows children to celebrate their learning and findings through completing written work. With use of our Archeological Dig Site, our learning is supported and we are able to develop an understanding of the importance of Archeology within History and explore key historical artefacts. Our History Curriculum contributes towards our pupils developing the skills and knowledge needed to help them thrive in their next steps in education and their lives within their community.

Long-term Overview for History



Unit1

Unit 2

Unit 3

NURSERY

Understanding the World: Past and Present

RECEPTION

Understanding the World: Past and Present

YEAR 1

How am I making history?

How have toys changed?

How have explorers changed the world?

YEAR 2

How was school different in the past?

How did we learn to fly?

What is a monarch?

YEAR 3

Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?

Why did the Romans invade and settle in Britain?

What did the ancient Egyptians believe?

YEAR 4

How have children's lives changed?

How hard was it to invade and settle in Britain?

How did the achievements of the Maya civilisation influence their society and beyond?

YEAR 5

Were the Vikings raiders, traders or something else?

What was life like in Tudor England?

What did the Greeks ever do for us?

YEAR 6

What can the census tell us about the local area?

What was the impact of World War II on the people of Britain?

Transition unit:
Who should go on the Banknote?
or
The Sikh Empire