



Our History Curriculum

At St. Ignatius, the History curriculum aims to inspire in pupils a curiosity and fascination about the world and its people. Our high-quality curriculum has been developed to provide pupils with a comprehensive knowledge of Britain's past and develop their understanding of significant locations in the wider world and key events in world history. The curriculum for History at St. Ignatius has been designed to equip pupils with the skills to ask perceptive questions, think critically, consider evidence, and develop a rounded perspective and judgement. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration and discovery. Within lessons, our children acquire a range of knowledge and skills in History which they can then apply to other subjects and in a variety of situations. Furthermore, it is our aim that through historical learning, children will become accountable citizens within their community, understanding their role in protecting our world and environment and knowing how they can cause positive change and development as they grow. ***Substantive First Order Concepts: Substantive concepts are those concerned with the subject matter of history – the substance about which children are learning. We have chosen to focus on: Trade, Migration, Childhood & Civilisations***

Disciplinary Second Order Concepts: Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. 'Historical Enquiry' describes the way that historians approach the study of the past. Pupils will learn about historical enquiry most effectively through specific examples of how historians have approached this in particular contexts. Over time, pupils will develop increasingly secure and sophisticated schemata about complex disciplinary ideas such as 'how historians construct claims from evidence' or 'how causal arguments are presented in narrative accounts'. These disciplinary concepts are highly abstract. Therefore, teaching is likely to be most effective when pupils have repeated encounters with these ideas through meaningful examples in specific contexts. **We will revisit these concepts in different year groups so that children can develop their historical skills: Causes (3), Change and continuity/Chronology (3), similarity and difference (4), historical significance (3), sources and evidence (3), historical interpretations (3)**

A note on chronology – Chronological knowledge is woven through every historical topic we teach. As children move through St. Ignatius their understanding the broad characteristics of historical periods gives context to what pupils learn and increases pupils' familiarity with new material. Securing overview knowledge of the past supports pupils to develop this knowledge into coherent narratives that are more memorable for them. We believe learning this chronological knowledge through meaningful examples is likely to be most effective. We have timelines in every class and metacognitively revisit prior learning in every year group.



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Trade	Migration	Childhood	Civilisations
EYFS: Trade- How do plants grow and change? Change and continuity	EYFS: Who was Grace Darling? Historical Significance	EYFS: How have teddy bears changed? Famous bears. Similarities and Difference	EYFS: How have I grown? Who is in my family? Past and Present Change and continuity/Chronology
			Remembering wartimes Our hometown - Remembering war times Preston now and then. Why do we have a war memorial next to our school? Sources and Evidence
			Who helps us? & What was it like to go to school in the Victorian times? Historical significance
Year 1: Changes within living memory - How have toys changed from Victorian times to the present day? Similarities and Difference		Year 1: Family album - Look at me grow! How have I changed? Change and continuity/Chronology	Year 1: Great fire of London The Great Fire - Why did it spread so quickly? Causes
Year 2: Events beyond living memory - Seaside - How have seaside holidays changed over time? Change and continuity/Chronology	Y2 History - Migration - How has exploration of our world change our lives today? Historical Significance	Year 2: The Place where I live - Past and Present-How has St. Ignatius primary school changed? Similarities and Difference	
Year 3: Local history: Preston Guild -What is the Preston Guild Celebration and how has it been celebrated in the past? Research	Year 3: Roman Britain - Roman Britain - Was the Roman invasion of Britain good or bad? Historical Interpretations	Year 3: Ancient Britain: Stone Age to Iron Age - What was life like for a child in the time of prehistoric Britain? Sources & Evidence	
Year 4: What was the significance of the Industrial Revolution and how did it change Preston? Historical Significance			Year 4: Ancient Egypt What did Ancient Egypt have in common with other civilizations from that time? Research Similarities and Difference
Year 4: Why did the great plague spread so quickly? Causes			
Year 5: Why did the early Islamic civilisation become a major trade power across the world? Sources & Evidence	Year 5: Sources and evidence - What do archaeological excavations and chronicles tell us about the Anglo Saxons? Sources & Evidence		Year 5: Ancient Greece - How significant were the ancient Greeks on the western world? Historical Significance
	Year 6: Vikings and Anglo Saxons - Raiders or settlers: how should we remember the Vikings? Historical Interpretations	Year 6: Why were children evacuated during WW2? Causes	Year 6: Civilisations -Life in Tudor Times- Is all what we see and read a truthful depiction of Tudor times? Research Change and continuity/Chronology



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Whole school - Black History Month	Whole school Remembrance Day				
EY	<i>Civilisations</i> - Past and present. How have I grown? Who is in my family? Change and continuity	<i>Civilisations</i> -Remembering war times Preston now and then. Why do we have a war memorial next to our school? Sources and Evidence Additional learning - Black History Month	<i>Childhood</i> - How have teddy bears changed? Similarities and Difference	<i>Civilisations</i> – Who helps us ? & What was it like to go to school in the Victorian times? Historical significance	<i>Trade</i> - How do plants grow and change? Change and continuity	<i>Migration</i> – Who was Grace Darling? Historical Significance
Y1		<i>Childhood</i> - Family album - Look at me grow! How have I changed? Change and continuity/Chronology	<i>Trade</i> - Changes within living memory – How have toys changed from Victorian times to the present day? Similarities and Difference		<i>Civilisations</i> - Events beyond living memory – The Great Fire – Why did it spread so quickly? Causes	
Y2	<i>Childhood</i> - The Place where I live – Past and Present- How has St. Ignatius Primary school changed? Similarities and Difference		<i>Migration</i> - Significant people – How has exploration of our world change our lives today? Historical Significance			<i>Trade</i> - Events beyond living memory – How have seaside holidays changed over time? Change and continuity/Chronology
Y3	<i>Trade</i> - Local history: Preston Guild –What is the Preston Guild Celebration and how has it been celebrated in the past? Research		<i>Childhood</i> – Ancient Britain: What was life like for a child in the time of prehistoric Britain? Sources & Evidence		<i>Migration</i> – Roman Britain - Was the Roman invasion of Britain good or bad? Historical Interpretations	
Y4		<i>Trade</i> What was the significance of the Industrial Revolution and how did it change Preston? Historical Significance		<i>Trade</i> Why did the great plague spread so quickly and what were the consequences? Causes		<i>Civilisations</i> - Ancient Egypt - What did Ancient Egypt have in common with other civilisations from that time? Research Similarities and Difference
Y5	<i>Migration</i> – Anglo Saxons - What do archaeological excavations and chronicles tell us about the Anglo Saxons? Sources & Evidence		<i>Trade</i> - Why did the early Islamic civilisation become a major trade power? Sources & Evidence		<i>Civilisations</i> - Ancient Greece - How significant were the ancient Greeks on the western world? Historical Significance	
Y6	<i>Civilisations</i> - <i>Civilisations</i> -Life in Tudor Times– Is all what we see and read a truthful depiction of Tudor times? Research Change and continuity		<i>Childhood</i> - Childhood - Why were children evacuated during WW2? Causes		<i>Migration</i> – Raiders or settlers; how should we remember the Vikings? Historical Interpretations	