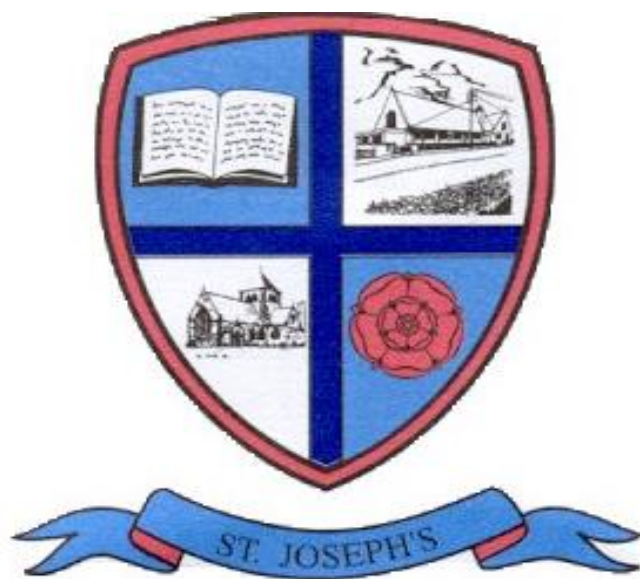


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



HISTORY POLICY

REVIEWED: OCTOBER 2022
TO BE REVIEWED: OCTOBER 2024



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON

HISTORY POLICY

“At St Joseph’s Catholic Primary School, we want all of our pupils to have an understanding of the past and how history will shape their future. We believe that high-quality history lessons encourage critical thinking; enhance the ability to weigh evidence and generate arguments; develop chronological understanding and allow pupils to develop their sense of perspective. Over and above all this we want our pupils to be passionate about history. Our History Curriculum is full of topics which foster awe and wonder and actively motivate children to ask ‘why’. Wherever possible, links are made between subjects in projects with overarching themes (eg Egyptian Pyramids) to contextualise and motivate learners. The learning objective of each lesson draw from knowledge and skills included in the National Curriculum. Projects provide highly productive opportunities to use and apply basic skills in Literacy and Numeracy whilst strengthening pupils’ learning in history, or other subjects.”

The Intent, implementation and Impact of our Curriculum – History.

At St Joseph’s Catholic Primary School, we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

Intent

At St Joseph’s Catholic Primary School, we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain’s past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught focusing on knowledge and skills stated in the National Curriculum. We ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to looking at an in depth study of the locality in Upper Key Stage 2.

Impact

The impact and measure of this is to ensure that children at St Joseph's Catholic Primary School are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

EYFS

Throughout EYFS, the children will have a wide range of opportunities to develop their knowledge and understanding the world. It involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Early learning goals that link to history:

EYFS Understanding the world

ELG Past and present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

What does this look like in EYFS?

- We learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc.
- We learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.
- We listen to stories that are set in the past.
- We compare things in the past and now, linked to our enquiry (eg toys, stories, clothing etc).
- We learn the names of some significant people from the past, such as Guy Fawkes.

In KEY STAGE 1:

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Children will:

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- Learn about events beyond living memory that are significant nationally or globally; Learn about 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;
- Learn about significant historical events, people and places in their own locality.

In KEY STAGE 2:

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Children will:

- Learn about changes in Britain from the Stone Age to the Iron Age;
- Learn about the Roman Empire and its impact on Britain;
- Learn about Britain's settlement by Anglo-Saxons and Scots;
- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- Conduct a local history study;
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;

- Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Learn about Ancient Greece - a study of Greek life and achievements and their influence on the western world;
- Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

History in the Curriculum:

The National Curriculum (2014) provides further guidance by outlining the subject content that should be taught within each Key Stage. The History taught in our EYFS is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that the pupil's knowledge is not

episodic and they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time. Placing each period of History studied onto a timeline enables children to locate themselves in relation to other periods studied and current events.

Teaching and Learning:

At St Joseph's Catholic Primary School our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts, maps, photographs, paintings and other documents as sources of evidence;
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- Special Events and History Days.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge and language. A creative approach to the History curriculum by both teachers and

children is encouraged. Links are recommended between curriculum areas wherever possible; this makes it more likely that a rich curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Planning and Assessment:

At St Joseph's Catholic Primary School, history is taught through a topic approach alongside Design & Technology, Geography and Art. Our curriculum is carefully planned over a two year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Teachers inform Subject Leader of progress Termly. **(Appendix 2)**. Progress is reported to parents through annual reports.

Differentiation:

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task and take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

Equal Opportunities:

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material, a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

Roles and Responsibilities:

It is the role of the History Subject Leader to:

- Organise History within the curriculum and to ensure progression and development;
- Assist with and monitor planning and quality of delivery of the curriculum;
- Keep abreast of developments within History and carry out INSET when required;
- Monitor and update resources.

(See also 'Subject Leadership Policy').

Vision for History



“At St Joseph’s Catholic Primary School, we want all of our pupils to have an understanding of the past and how history will shape their future. We believe that high-quality history lessons encourage critical thinking; enhance the ability to weigh evidence and generate arguments; develop chronological understanding and allow pupils to develop their sense of perspective. Over and above all this we want our pupils to be passionate about history. Our History Curriculum is full of topics which foster awe and wonder and actively motivate children to ask ‘why’. Wherever possible, links are made between subjects in projects with overarching themes (eg Egyptian Pyramids) to contextualise and motivate learners. The learning objective of each lesson draw from knowledge and skills included in the National Curriculum. Projects provide highly productive opportunities to use and apply basic skills in Literacy and Numeracy whilst strengthening pupils’ learning in history, or other subjects.”

Mrs Swarbrick

History Subject Leader

WHOLE SCHOOL CURRICULUM OVERVIEW FOR HISTORY
YEAR A: 2022-2023

	AUTUMN	SPRING	SUMMER
EYFS	<p align="center">Understanding of the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension”.</p> <p>Early learning goals that link to history:</p> <p><u>EYFS Understanding the world</u></p>	<p align="center">Understanding of the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension”.</p> <p>Early learning goals that link to history:</p> <p><u>EYFS Understanding the world</u></p>	<p align="center">Understanding of the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension”.</p> <p>Early learning goals that link to history:</p>

	<p>ELG Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>What does this look like is the Foundation Stage?</p> <ul style="list-style-type: none"> • We learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc. • We learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago. • We listen to stories that are set in the past. • We compare things in the past and now, linked to our enquiry (eg toys, stories, clothing etc). 	<p>ELG Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>What does this look like is the Foundation Stage?</p> <ul style="list-style-type: none"> • We learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc. • We learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago. • We listen to stories that are set in the past. • We compare things in the past and now, linked to our enquiry (eg toys, stories, clothing etc). • We learn the names of some significant people from the past, such as Guy Fawkes. 	<p>EYFS Understanding the world</p> <p>ELG Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>What does this look like is the Foundation Stage?</p> <ul style="list-style-type: none"> • We learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc. • We learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.
--	--	--	---

	<ul style="list-style-type: none"> We learn the names of some significant people from the past, such as Guy Fawkes. 		<ul style="list-style-type: none"> We listen to stories that are set in the past. We compare things in the past and now, linked to our enquiry (eg toys, stories, clothing etc). We learn the names of some significant people from the past, such as Guy Fawkes.
CLASS 2 Y1/Y2	<p>YEAR 1 UNIT 1 – MY FAMILY HISTORY: What was life like when our grandparents were children?</p> <p>In this unit, the children will explore similarities and differences between their own lives and those of people their grandparents' age. The unit focuses on different topics, including homes, toys, shops and schools.</p>	<p>YEAR 1 UNIT 2 – THE GREATEST EXPLORERS: Who were the greatest explorers?</p> <p>In this unit, the children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that.</p>	<p>YEAR 1 UNIT 3 – GREAT INVENTIONS: TRANSPORT: How did the first flight change the world?</p> <p>Why were the Rainhill Trials important? In this unit, the children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future. They will begin by learning about the first aeroplane flight, before looking at early aeroplanes in greater depth. They will then focus on the Rainhill Trials of Stephenson's Rocket. The children will examine the legacy of both events, and discuss the impact on our world today.</p>
CLASS 3 Y3	<p>YEAR 3 UNIT 1 – THE STONE AGE:</p> <p>In this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and</p>	<p>YEAR 3 UNIT 2 – THE BRONZE AGE AND THE IRON AGE:</p> <p>In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period, which they may have studied in the autumn term. Throughout the unit, the children will use a variety</p>	<p>YEAR 3 UNIT 3 – LOCAL HISTORY:</p> <p>In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and</p>

	<p>monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site</p>	<p>of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods.</p>	<p>study local listed buildings and make links to historical events from the time of the building's construction, as well as to their prior learning</p>
<p>CLASS 4 Y4/Y5</p>	<p>YEAR 5 UNIT 1 – THE ANGLO-SAXONS: Was the Anglo-Saxon period really a Dark Age?</p> <p>In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds.</p>	<p>YEAR 6 UNIT 2 – THE ANCIENT GREEKS: What did the Greeks do for us?</p> <p>In this unit, the children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks.</p>	<p>YEAR 6 UNIT 1 – THE MAYA CIVILISATION: Why should we remember the Maya?</p> <p>In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.</p>
<p>CLASS 5 Y5/Y6</p>	<p>YEAR 5 UNIT 1 – THE ANGLO-SAXONS: Was the Anglo-Saxon period really a Dark Age?</p> <p>In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain. The children will examine archaeological evidence, such as the Sutton Hoo</p>	<p>YEAR 6 UNIT 2 – THE ANCIENT GREEKS: What did the Greeks do for us?</p> <p>In this unit, the children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks.</p>	<p>YEAR 6 UNIT 1 – THE MAYA CIVILISATION: Why should we remember the Maya?</p> <p>In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible</p>

	ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds.		reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.
--	--	--	--

**WHOLE SCHOOL CURRICULUM OVERVIEW FOR HISTORY
YEAR B: 2023-2024**

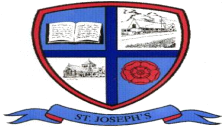
	AUTUMN	SPRING	SUMMER
EYFS	<p align="center">Understanding of the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension”.</p> <p>Early learning goals that link to history:</p>	<p align="center">Understanding of the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension”.</p> <p>Early learning goals that link to history:</p>	<p align="center">Understanding of the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension”.</p> <p>Early learning goals that link to history:</p>

	<u>EYFS Understanding the world</u>	<u>EYFS Understanding the world</u>	<u>EYFS Understanding the world</u>
	<p>ELG Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>What does this look like is the Foundation Stage?</p> <ul style="list-style-type: none"> • We learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc. • We learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago. • We listen to stories that are set in the past. 	<p>ELG Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>What does this look like is the Foundation Stage?</p> <ul style="list-style-type: none"> • We learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc. • We learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago. • We listen to stories that are set in the past. • We compare things in the past and now, linked to our enquiry (eg toys, stories, clothing etc). 	<p>ELG Past and present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>What does this look like is the Foundation Stage?</p> <ul style="list-style-type: none"> • We learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc. • We learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.

	<ul style="list-style-type: none"> We compare things in the past and now, linked to our enquiry (eg toys, stories, clothing etc). We learn the names of some significant people from the past, such as Guy Fawkes. 	<ul style="list-style-type: none"> We learn the names of some significant people from the past, such as Guy Fawkes. 	<ul style="list-style-type: none"> We listen to stories that are set in the past. We compare things in the past and now, linked to our enquiry (eg toys, stories, clothing etc). We learn the names of some significant people from the past, such as Guy Fawkes.
CLASS 2 Y1/Y2	<p>YEAR 2 UNIT 1 – BONFIRE NIGHT AND THE GREAT FIRE OF LONDON</p> <p>In this unit, the children will explore two very different events within the Stuart period. The children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences. Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there.</p>	<p>YEAR 2 UNIT 2 – HOLIDAYS:</p> <p>In this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the past. They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images. They will begin to consider the use of story as a source of evidence.</p>	<p>YEAR 2 UNIT 3 – OUR LOCAL HEROES:</p> <p>In this unit, the children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become significant, and will make links with the prior learning in Year 1 Unit 2: The Greatest Explorers. The children will use a range of sources of evidence, including oral history, visual images and written documents.</p>
CLASS 3	<p>YEAR 2 UNIT 1 – BONFIRE NIGHT AND THE GREAT FIRE OF LONDON</p> <p>In this unit, the children will explore two very different events within the Stuart period. The children will investigate the events of the Gunpowder Plot which led to Bonfire Night being</p>	<p>YEAR 2 UNIT 2 – HOLIDAYS:</p> <p>In this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the past. They will continue to</p>	<p>YEAR 2 UNIT 3 – OUR LOCAL HEROES:</p> <p>In this unit, the children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become</p>

	introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences. Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there.	develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images. They will begin to consider the use of story as a source of evidence.	significant, and will make links with the prior learning in Year 1 Unit 2: The Greatest Explorers. The children will use a range of sources of evidence, including oral history, visual images and written documents.
CLASS 4 Y4/Y5	<p>YEAR 4 UNIT 1 – THE ANCIENT EGYPTIANS:</p> <p>In this unit, the children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. The National Curriculum Programmes of Study for History require you to study Ancient Egypt in the context of three other early civilisations. These are the Shang Dynasty of Ancient China, Ancient Sumer and the Indus Valley civilisation. The first session introduces all 4 civilisations, and supports the children in understanding where they were located in time and place. It looks at some of the common features that made them so successful.</p>	<p>YEAR 4 UNIT 2 – ROMAN BRITAIN:</p> <p>In this unit, the children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion.</p>	<p>YEAR 4 UNIT 3 – CRIME AND PUNISHMENT:</p> <p>In this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. The children will also begin to appreciate that some things remain the same over long periods of time.</p>
CLASS 5 Y5/Y6	<p>YEAR 6 UNIT 3 – THE IMPACT OF WAR:</p> <p>In this unit, the children will research and compare the impact of the First and Second World Wars on their locality. Some context about the wars is provided for the children, but the</p>	<p>YEAR 5 UNIT 2 – THE VIKINGS:</p> <p>In this unit, the children will learn about the Vikings, and consider the reasons why they raided and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources</p>	<p>YEAR 5 UNIT 3 – JOURNEYS:</p> <p>In this unit, the children will explore the question of why people go on a journey and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by</p>

	focus of the sessions is on the Home Front and how the wars impacted on the community.	of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. They will examine King Alfred's struggle and victory over the Vikings.	refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today.
--	--	--	--



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON
HISTORY WHOLE SCHOOL DATA ????

Year Group	Ahead	On track	Below
RECEPTION ??? pupils			
Being Imaginative/ Exploring and Using Materials	EXCEEDING	EXPECTED	EMERGING
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 1 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 2 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 3 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 4 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 5 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			
Year 6 – ??? pupils			
AUTUMN ???			
SPRING ???			
SUMMER ???			