

History Rationale

How I created the curriculum for our school

The planning progression document has been adapted from a progression document designed by Rising Stars. The original document was produced by historians from the Historical Association and has been adapted to suit our school curriculum by C McNeill in discussion with Glenn Carter (LA advisor). This progression document was then used to support the planning of the school history curriculum.

The curriculum has been designed to build links with both previous and future learning. Within every unit we link back to prior knowledge and use this to put new historical learning into meaningful context. To do this every class teacher will focus on 3 key areas in each unit – 1. Power (who was in charge, how did they rule etc), 2. Settlements/housing and 3. Society (the role of men, women and children within society). These 3 areas ensure that each teacher is able to build links on prior learning by effectively comparing the same key areas consistently.

Key Stage 1 – KS1 history units focus on living memory, our local area and the impact people have had on our lives today. Within these units the concepts of chronology and historical enquiry will begin to develop in small manageable chunks for the younger children by making their learning relevant to themselves.

Year 1 curriculum

Unit 1 – Changes within living memory – transport.

This unit focuses on the changes in cars and trains and understanding that change that has happened in the past has impact on what we experience now.

Unit 2 – Events beyond living memory/significant events, people and places in their own locality - Railways and industry in Victorian Britain.

This unit builds on the knowledge in unit 1 by looking deeper at George Stevenson and how his contribution to railways had an effect on the whole British Empire. This will link to future learning about Queen Victoria and the Empire.

Unit 3 - The lives of significant individuals – Queen Victoria. This unit builds on prior knowledge of the British Empire and how decisions that were made during Queen Victoria's reign impacted our lives today.

Year 2 curriculum

Unit 1 – Changes within living memory – mining. This unit continues to work on skills learnt in Year 1. Mining is an important topic within County Durham so this unit links with previous work and future work on history in our locality. This keeps learning relevant for the children.

Unit 2 – Events beyond living memory/significant events, people and places in their own locality – Important women throughout time (International Women's Day - March 8th). This unit has prior links to Year 1 learning about the impact of Queen Victoria, and future learning for unit 3. By focussing on women throughout history, this unit can have a chronology focus to help the children understand the concept of what was relevant throughout time. By focussing on women, we are also building strong cross curricular links (especially with PSHCE/RSE)

Unit 3 - The lives of significant individuals (a comparison) – Dr Ruth Nicolson (medical pioneer in WW2) and Alison Kay (founder of The People's Kitchen). This unit has been chosen because it focuses on 2 individuals who have been important locally but have had a large impact on others. This builds on prior learning of the local area and how the actions of others still have an impact today.

Key Stage 2 – The curriculum for KS2 has been planned with a chronological focus. Year 3 begins with prehistory units. This has been planned because the children in KS2 need a strong understanding of chronology and this will help them to compare learning in each topic. The KS2 curriculum also builds on the teaching of historical skills as evidenced in the progression documents.

Year 3 curriculum

Unit 1 – Stone Age to Iron Age. This unit introduces the concept of prehistory. Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows children to understand how human life started, human's first achievements and the growth of civilisation as a whole. This can then be referred back to throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and Maya. This also links to previous learning in Year 2 that significant people and achievements had an impact on the past and today.

Unit 2 – Ancient Egypt. This unit provides the children with great opportunities for comparative work and to form judgements on the advancements of other

societies and civilisations around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time. This unit has cross curricular links with geography as the Ancient Egypt unit will allow the children to place their learning into context and see how, geographically for the most part, Africa, the Middle East and Asia were the hub of human growth and development.

Unit 3 - Ancient Greece. This unit is taught in Year 3 to continue building on the knowledge of how prehistory impacted the rest of the world. By studying the achievements of the Ancient Greeks, children will be able to compare the civilisations that were existing within a similar time period. This allows children to build on their learning and practise their historical skills in manageable chunks without overwhelming their cognitive load by introducing several time periods quickly.

Year 4

Unit 1 – Roman Empire and its impact on Britain. This unit is the next chronologically for the importance in British history after the Iron Age. By beginning Year 4 with this unit, it builds on prior learning of what was happening in Britain. By comparing the 3 key areas, children will be able to understand how life in Britain changed and how this had an impact on society today.

Unit 2 – Indus Valley – The impact of the earliest civilisations. This unit has been included in order to compare the achievements of the earliest civilisations. This unit links to Year 3 learning about early civilisations and allows the children time to practise their historical skills. This ensures that skills are practised before progressing into deeper historical enquiry within UKS2.

Unit 3 – Anglo Saxons and the Scots. This unit focusses on the British settlement of the Anglo Saxons and the Scots following the Roman withdrawal from Britain. This unit continues to build on British history. It provides the link from the Roman invasion to Viking invasion that is studied in Year 5. This unit also provides opportunities to compare Iron Age Celts to the Scots.

Year 5

Unit 1 – Maya civilisation – A non-European study. This unit is a comparative unit. It allows children to practise the historical skills they have previously learned whilst having cross curricular links to geography. This unit will also provide a building block for knowledge as it is a unit that can be compared to the Vikings for future learning.

Unit 2 – The Viking and Anglo-Saxon struggle for Kingdom of England to the time of Edward the Confessor. This unit continues to build on the knowledge of British history. It introduces the Vikings and the impact that they had on Britain. This unit is not however a study of the Vikings as the NC focusses on the invasion of the Vikings and the impact this had on Britain.

Unit 3 - A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066 – WWI. This unit will focus on the impact of WW1 in our local area. This will draw links to previous learning in Key Stage 1. Within this unit comparisons can be made to the roles of women – this will be a theme that is easily compared due to the focus on the three key areas taught throughout every unit. This learning will also provide context for future learning about WW2 (in Year 6)

Year 6

Unit 1 – A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066 – WWII. This unit continues to build on the historical enquiry skills learned in previous years. It has links to Year 5 learning about WW1 and will continue to build on their understanding of British history.

Unit 2 - A local history study – Post-war County Durham and North East England. This unit provides the opportunity to focus on cause and effect throughout history. This unit focusses on what has changed in Durham due to the war and whether there were any advancements that have had an impact today. This unit will be enquiry based and provide the children opportunity to demonstrate all of the historical skills they have learned over their primary school career.

Only 2 units have been planned for Year 6 due to successful previous curriculum coverage and the pressures of SATs and visits within Year 6. This leaves possible time for catch up teaching in history if gaps in knowledge arise.