



Gainsborough Primary & Nursery School



SUBJECT OVERVIEW

HISTORY

Our history curriculum follows the purpose and aims of the National Curriculum in England for Key Stages 1 and 2. Our history education will help our pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. Our teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Curriculum Aims:

We aim to ensure that our 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.

	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Focus	Talk about the lives of people around them and their roles – mum, dad, teacher, police officer etc.	Now and then- Grandparents <i>Locality - school</i>	Famous people who have contributed to life today – Bentley, Guy Fawkes, Wright brothers <i>Locality – History of Crewe- Bentley History of the fire of Nantwich</i>	1) Stone Age to Iron Age 2) Ancient Greece <i>Locality – Prehistoric Age evidence in Beeston</i>	1) Roman Empire and its impact on Britain 2) The achievements of the earliest civilisations Ancient Egyptians <i>Locality – Crewe Railway Roman evidence in Chester</i>	1) Anglo-Saxons and Scots 2) A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - leisure and entertainment in the 20 th century <i>Locality – Anglo Saxon evidence within Cheshire</i>	1) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 2) A non-European society - Mayans <i>Locality- Viking evidence within the UK- York</i>
		Build on prior knowledge, skills and understanding. Particular focus on understanding history relating to grandparents and school.	Build on prior knowledge, skills and understanding. Particular focus on significant historical people and events.	Build on prior knowledge, skills and understanding. Particular focus on life in the prehistoric age and Ancient Greece.	Build on prior knowledge, skills and understanding. Particular focus on Roman and Egyptian life.	Build on prior knowledge, skills and understanding. Particular focus on Anglo Saxon life.	Build on prior knowledge, skills and understanding. Particular focus on life during the Viking and Mayan period.

	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chronology	Understand how we find out about the past	Timeline from Grandparents to now. Develop an awareness of the past, using language related to time. 'before', 'after', 'past', 'present', 'then' and 'now'.	Begin to develop an understanding of chronology of significant events: Neil Armstrong & the first moon landing	Timeline Stone Age – Iron Age	Timeline Stone Age – End of Roman Era	Timeline Stone Age – End of Anglo -Saxon Era	Timeline Stone Age – End of Viking Era

	<p>Understand some similarities and differences between things in the past and things now.</p>	<p>Know about changes in Great Britain in living memory: Toys</p>	<p>Learn about significant national or global events. Great Fire of London Gunpowder plot First flight</p>	<p>Know about: Changes in Britain from the Stone Age to the Iron Age</p> <p>The Stone Age</p> <ul style="list-style-type: none"> • people were hunters and they found food by roaming from place to place in different seasons. • tools were developed to become smaller and finer. <p>The Bronze Age• people began to settle into farming villages and started to look after animals and grow their own crops.</p> <ul style="list-style-type: none"> • people discovered how to get metals out of rocks • bronze replaced stone as the best material for making tools, weapons and jewellery. <p>The Iron Age</p>	<p>Know about:</p> <p>The Roman Empire and its impact on Britain, including influences still evident in British life.</p> <p>Julius Caesar’s attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius</p> <p>British resistance, Boudica</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>An in-depth study of the achievements of the earliest civilizations – Egyptians.</p>	<p>Know about: Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Anglo-Saxon laws and justice</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion and the resistance by Alfred the Great and Athelstan, first king of England.</p> <p>Develop their understanding by learning about further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p>
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<p>Locality</p>	<p>Develop an understanding of the past through stories, visits and visitors, maps and events.</p>	<p>Identify similarities and differences between ways of life locally in different periods Transport Communication Entertainment</p>	<p>Learn about significant historical events, people and places in their own locality – Fire of Nantwich The cenotaph Walter Bentley</p>	<p>Know about a significant iron fort in their own locality –Beeston castle with Educational visit</p>	<p>Know about a significant Roman town in their own locality – Chester with educational visit</p> <p>Make a study over time tracing how several aspects of national history are reflected in the locality of Crewe – e.g. The Railway, including as a turning point in British history.</p>	<p>Know that names which incorporate the element <i>ham</i> may be the primary settlements of Saxon colonisation Examples in Cheshire include Frodsham, Weaverham and Eastham</p>	<p>Know about a significant Viking town in the UK– York</p>
<p>Wider World</p>		<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements: Jackson Pollock</p>	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements: Wright brothers Grace Darling</p> <p>Some should be used to compare aspects of life</p>	<p>Learn about life in Ancient Greece and the achievements of this early civilisation: e.g. The lighthouse (NB Lighthouse of Alexandria - one of the seven wonders of the world)</p> <p>Know the legacy of Greek culture (art, architecture,</p>	<p>Learn about the impact of Roman Empire and the achievements of this early civilisation: Heating Sewage system Roads Early Christianity</p> <p>Know the legacy of Egyptian Life. Study Egyptian life and achievements and their influence</p>	<p>Learn about changes in an aspect of social history - leisure and entertainment in the 20th Century</p>	<p>Learn about the Mayan civilisation that provides a contrast with British history. Know the impact of this early civilisation They developed the science of astronomy and calendar systems. They were also known for creating elaborate ceremonial architecture.</p>

			in different periods: Rosa Parks	literature) on later periods in British history, including the present Government, Theatre, Olympic games Alphabet	on the western world: Religion Homes Childhood Food Trade Pyramids Papyrus paper		What was happening in Britain at this time?
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Whole School –

Events both within and beyond living memory that are significant nationally or globally (for example events commemorated through anniversaries, e.g. Remembrance Day and recent events related to COVID19)

In planning to ensure the progression described above through teaching about the people, events and changes, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.