



St. John's C of E Primary School History Curriculum



Intent

At St. John's, our History curriculum is designed to ignite a fascination with the past and inspire pupils to explore the events, people, and changes that have shaped our world. Rooted in our school's values, it equips pupils with the knowledge and skills to think critically, evaluate evidence, and understand the significance of history in shaping the present and future. We aim to develop pupils' curiosity, empathy, and respect for diverse perspectives, helping them to appreciate the complexity of human experience.

Through a broad and engaging curriculum, we will:

- **Build Chronological Understanding:** Develop pupils' understanding of chronology, enabling them to place events and people in historical contexts and see the connections between different periods.
- **Foster Enquiry and Critical Thinking:** Encourage pupils to ask perceptive questions, analyse evidence, and consider different interpretations of the past, cultivating their ability to think like historians.
- **Explore Local, National, and Global History:** Provide pupils with a rich understanding of history at multiple scales, from the history of our local area to significant national and global events.
- **Celebrate Diversity and Cultural Heritage:** Help pupils recognise the contributions of different cultures, civilisations, and individuals to human progress, fostering respect and appreciation for diversity.
- **Connect the Past to the Present:** Enable pupils to draw connections between historical events and contemporary issues, empowering them to understand their place in the world and their role in shaping the future.

At St. John's, we aim to nurture thoughtful, informed, and inquisitive learners who value the lessons of history and are well-prepared to engage with the challenges and opportunities of the modern world. Our History curriculum fosters a sense of curiosity, responsibility, and respect for the rich tapestry of human experience.

Implementation

EYFS Curriculum

Our Primary Curriculum builds on the strong foundations for learning developed in Reception. In Reception the objectives below are taught within the 'Understanding the World' specific area

History

Understanding the World

• Comment on images of familiar situations in the past.



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Reception ELG		<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences 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.

Primary Curriculum

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Superheroes	History of Toys	Poles Apart	At the Farm	Seaside Rescue	On Safari
2	Castles	Guy Fawkes	Great Fire of London	Samuel Pepys		
3	Stone Age to Iron Age		Romans in Britain		Ancient Egyptians	
4	Invaders & Settlers	Anglo-Saxons & Vikings	The Aztecs	The Mayans		
5	Explorers		Marconi		Ancient Greece	
6	World War Two		The Victorians			

Knowledge

National Curriculum KS1

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

National Curriculum KS2

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain



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- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	TOPIC		SUPERHEROES/ TOYS	Castles	Stone Age to Iron Age	Invaders and Settlers Saxons and Vikings	Explorers	World War Two
Autumn	Chronological understanding		Sort toys into old/new. Learn what a decade is. Move onto sequencing decades (50s, 60s, 70s, 80s, 90s, 00s). Use vocabulary such as old/new, year and decade.	Order events in Battle of Hastings using Too Simple story. Use words a long time ago, 1600, after, now, later, medieval	Uses timelines to place periods of time (Stone Age, Bronze and Iron age) in chronological order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Place the Anglo Saxons on a timeline. Use words century, decade, BC, AD, after, before, during	Make a timeline of exploration through the ages.	Begin to construct a timeline to help understand the chronology of World War 2.
	Knowledge and understanding of past events, people and changes in the past		Know why some toys have changed (safety, technology, fashion and materials). Use information books and artefacts to learn about how toys were different in the past.	Know why the first castles were built. Know that the Normans built motte and bailey castles as they were quick to build. What are taxes? How were they spent then and	Uses evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs and attitudes. Describes main similarities and	Understand how the Anglo Saxon Kings shaped Britain. How they ruled, governed and how the Kingdoms of Britain were divided and organised. Explain the religious beliefs and practices of the early Anglo	Learn about explorers from the middle ages to the modern day. Identify the key events from the explorations of Christopher Columbus and James Cook;	Find out when Britain and France declared war on Germany. Discover how Neville Chamberlain tried to respond to Hitler.



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			<p>how are they spent now? Use information sources to find out what Guy Fawkes did? Was he famous?</p>	<p>differences between people, events and objects.</p> <p>Learn how the Bronze Age and Iron Age people were the first to settle and farm the land.</p>	<p>Saxons. Look at the significance of the battle of Edington and the treaty of Danelaw. Read about King Alfred's grandson King Athelstan and his fight against the Vikings.</p>	<p>Discuss the impact of their actions on the people and societies they encountered.</p> <p>Know the difference between exploration and colonisation;</p> <p>Identify the difference between a navigator, explorer and trader;</p> <p>Identify how methods of travel and navigation have changed over time.</p> <p>Learn about modern explorers Hillary and Scott.</p> <p>Learn about the history of space travel.</p>	<p>Learn more about evacuations.</p> <p>Learn about rationing and about the Dig for Victory campaign.</p> <p>Understand the events leading to the end of the war.</p>
Historical interpretation		<p>Learn about toys that our parents and grandparents played with by asking them.</p> <p>Continue our research using pictures, books and artefacts.</p> <p>Decide which old toys we would have liked to played with.</p>	<p>Research through drawings and writing what was it like to be a peasant or lord? What was your day like? How might you have felt? Do you agree with Guy Fawkes? Give reasons.</p>	<p>Explore and describe different theories on how Stonehenge was built and why it was built.</p>	<p>Make judgements about Anglo Saxon life based on pictures and evidence.</p> <p>Look at the attack on Lindisfarne from the point of view of the Saxons and the Vikings and identify the differences of opinions.</p>	<p>Learn about colonisation and discuss the impact on</p> <p>Consider the 'discoveries' of America and Australia from the viewpoints of both the Europeans and</p>	<p>Read and discuss a first-hand account of the Blitz.</p> <p>Know more about children's experience in World War 2.</p>



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						Give reasons why there may be different accounts of history. How might you have felt?	the indigenous people.	
	Historical enquiry		<p>Which materials were used to make toys in the olden days?</p> <p>Why do we think that there were no toys needing batteries?</p> <p>What would your Nanny/Grandad have played with when they were little?</p> <p>Braintree Toy Museum school trip.</p>	<p>What jobs did people have in the castle? Who do you think was rich / poor – why?</p> <p>Study of Bayeux Tapestry.</p> <p>Give reasons why the peasants revolted. Two sides to the battle of Hastings and how it felt to be on both sides (from re-enactment on field)</p>	<p>To use a variety of different sources to collect evidence about the Stone age, Iron age and Bronze age.</p> <p>Asks questions such as 'how did people? What did people do for?'</p> <p>Explore different Stone Age to Iron Age artefacts housing.</p>	<p>How did the Saxons and Vikings who settled in Britain live? What roles did people have in society? What were their houses like?</p> <p>What clothes did they wear? What did they like to eat? Research an aspect of village life and present findings to class.</p> <p>Use artefacts to make inferences about Viking way of life.</p>	<p>What motivated people to explore and colonise? (gold, God & glory)</p> <p>Was colonisation right or wrong?</p> <p>Why did Scott risk his life?</p>	<p>Explore arguments for and against appeasement.</p> <p>Find out more about Winston Churchill.</p> <p>Discover more about - and some of the reasons for Britain's success - in the Battle of Britain.</p> <p>Research different occupations from World War 2.</p>
	Organisation and communication		<p>Create a class toy museum to display our artefacts and communicate our learning.</p> <p>Children work in groups to make posters about the toys from different decades. Invite parents in and give them a tour of the class museum.</p>	<p>Communicate the differences between keep and baily and motte and baily. Give your opinion about whether the poll tax was fair. Organise information when carrying out poll tax on small world farms.</p>	<p>Present findings about the past using speaking, writing, ICT and drawing skills. Use dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes.</p> <p>Discuss whether they think life was harder in the Stone Age or the Iron Age and why.</p>	<p>Re-enact what life was like as a Viking Warrior and re-enact a battle scene</p> <p>Write a newspaper report about the attack on Lindisfarne from the point of view of a Saxon.</p>	<p>Create a timeline of exploration through the ages.</p> <p>Write biographies and diaries of key explorers.</p>	<p>Carefully organise historical information relating to fashion during the War.</p> <p>Write a letter to Anne Frank, sharing the personal impact of her diary.</p>



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	Significance				A historically significant event we will learn about is the discovery of Skara Brae. GREAT: An event Remembered by all is the building of Stonehenge, something still visited today.	Build on knowledge of GREAT and focus on 'Terrifying'	Discovery of the New World GREAT: Advances in travel and navigation, Affected the future of multiple societies – both the colonists and colonised. Space race and the first moon landing GREAT: advances in technology which continue to impact life today, remembered by all.	Discuss the significance of various dates and events in the build-up to the war. Consider the significance of different parts of the story of the Dunkirk evacuation.
	VOCABULARY		Decade, old, new, now, then, long ago, material, artefact	Conquer, medieval, siege, revolt, poll tax,	Hunter, gatherer, spear, tribe, community, Mesolithic, Neolithic, Neanderthal, fire, woolly mammoth/rhino, flint, cave painting, spear, weapons, settler, Paleolithic.	Use subject specific words such as settler and invader, overthrow, Kingdom, hierarchy, artefact, primary and secondary sources.	Colony, colonisation, exploration, navigator, trader, indigenous,	Appeasement, declare, victory, evacuation, rationing, occupation, concentration camp, invade
	Topic		POLES APART/ AT THE FARM	FIRE! FIRE! GREAT FIRE OF LONDON Samuel Pepys	Romans in Britain	The Aztecs and Mayans	Marconi	The Victorians
Spring	Chronological understanding		Learn about Inuit life in the past. Learn about farming in the past and sort pictures of farming technology into old/new.	Order the events of the fire over the 5 days. Know the year of the fire 1666. Compare to how many years ago and since 1600.	Sequence the rise and fall of the Roman Empire on a timeline. Understand it started in 27BC and ended 476AD. It lasted just over five centuries.	Place the Aztecs on a timeline. Use words century, decade, BC, AD, after, before, during	Learn how communications have changed over time and the pivotal role played by Marconi.	To put the Victorian period into historical context.



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	Knowledge and understanding of past events, people and changes in the past		Learn about Inuit ways of living in the past. Why do they not need to use the same hunting/homes nowadays? Why was the farming technology different? Why didn't they have tractors and combine harvesters?	Recount the main events and reasons for the fire using art works – paintings and sketches from the time. Give reasons why the fire spread using art works. Know what SP was famous for and how his diary informs us about the fire.	Learn about the daily life for the people of Rome, the social structure, how life compared between the social tiers, the facilities of the city and Gladiator fighting. We will also learn about famous Roman leaders and the impact they had on the Empire.	Find out how the Aztecs built the city of Tenochtitlan and why they chose to settle on was an island in the middle of Lake Texcoco, Explore how they managed to build one of the biggest cities in the world of the time in such a place. Investigate the challenges faced by the Aztecs who lived there at the time and identify the features of village life. Understand how society was organised. Look at their beliefs and religion and how it influenced their lives.	Learn about the life of Marconi and his inventions. Understand the role of wireless on the Titanic. Learn about the legacy of his inventions (eg tv, mobile phones, satellite communications). Learn about Marconi's role and legacy in Chelmsford.	To explore why Lord Shaftesbury was an important figure and to find out how Lord Shaftesbury's campaigns improved children's lives during the Victorian period. To find out how rules about who could go to school changed over the Victorian period and to compare Victorian schools with modern day schooling.
	Historical interpretation		Use footage and photos to learn about how farming differed in the olden days to modern farming.	Use a film to discover how people lived 400 years ago – heating, cooking, houses etc. Use of bbc to find out what different artefacts tell us about GFoL.	We will explore a Gladiator fight from the perspective of a rich slave owner who is watching and enjoying the fight but also from the perspective of the Gladiator and how it might have felt to be put in that position.	Look at the chain of events that led to the end of the Aztec empire with the invasion of Hernan Cortez and understand that the past is viewed differently by different groups of people eg the Aztecs and the Spanish.		To find out how the introduction of the railways changed travel and trade and to explain different viewpoints about the new railways.



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	Historical enquiry		Use photos/books about old fashioned farming methods. Boydell's Dairy Farm field trip. Look at the farming equipment at the farm and interview the farmer about what he uses and if he'd like to use the old fashioned farming methods.	Investigate the different numbers (statistics) about the fire and discuss different books / internet's figures. Look at why so few people died. Question this. Research what happened after the fire.	Investigate, using books and ICT, the Roman way of life and how the things the Romans invented, are still in use today. Ask key questions about famous Emperors and use these as a research basis.	Use resources, including the internet to research about Aztec way of life. Decide how best to present the information in groups eg poster, booklet, ICT presentation or written description.	Was Marconi significant or extraordinary? In what way? Use primary and secondary sources in Oaklands Museum to learn about Marconi.	To find out about the life of Queen Victoria and think about why Victoria became such a popular monarch. To find out about typical crimes and punishments in the Victorian period.
	Organisation and communication		Make a poster about Inuit life and traditions (hunting, clothes, homes and travel). Compare old/new farming methods by sorting pictures and adding captions.	Write and perform town crier messages from the king. Write a diary after reading SP version.	Children present their research about the different Emperors in groups to the rest of the class. Make sure the key dates and vocab are included in their presentation.	Research information about Aztec Gods and use power point to create a presentation.	Use i-movie to create a film about Marconi. Narrate photo-stills and use green screen to act out interviews.	To find out what sort of jobs were taken by Victorian children and to explore what life was like for Victorian working children. To use historical sources to make observations about Victorian clothing and to compare clothes for rich and poor people from Victorian times.
	Significance		To understand how the changes in farming have helped farmers.		Explore the life of Julius Caesar, a very significant individual of the Roman era. An event remembered by all is the Celtic Iceni Revolt on the Roman Empire in Britain in	Build on knowledge of GREAT and focus on 'Terrifying'	Marconi – significant or extraordinary? GREAT: ground-breaking technological inventions with a far-reaching legacy today.	To explain how new inventions changed people's lives during the Victorian period. To explain how Victorian Britain was changed by the



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					60/61 AD led by Boudicca.			Industrial Revolution.
	Vocabulary		Combine harvesters, ploughs, tractor, machines, Innuits, canoes/kayaks, old, new, then, now, long ago	Jettied houses, insurance, fire brigade, city, plague, monument, mayor, King, parliament,	Chariot, gladiator, Pantheon, baths, amphitheatre, Empire, barbarian, sewer, Romans, Colosseum, mosaic, toga, coin, shield, helmet, soldier, aqueduct.	Tenochtitlan, aqueducts, chinampas, canals, emperor, government, calpullis	Significant extraordinary	Reign, legacy, industrial revolution, campaign, travel, trade, monarch, crime, punishment, invention.
			SEASIDE RESCUE/ ON SAFARI		The Egyptians		Ancient Greece	
Summer	Chronological understanding		Sort seaside past-times into old/now. Understand why they might have had different seaside holidays to ours. Learn about Grace Darling and remember the story of why she is important.		Understand that the Egyptians run concurrently with the Stone Age to Iron Age. Understand that the Egyptian Dynasty lasted many centuries.		Understand the terms 'BC' and 'AD'. Place the ancient civilisations of Egypt, Rome and Greece on a timeline and relate to other time periods studied. Name, and place in chronological order, the main time periods of Ancient Greece. Talk about some key events from each time period and identify differences between the time periods.	
	Knowledge and understanding of past events, people and		Recall some facts about Grace Darling and seaside holidays in the past (food, toys, clothes, travel,		In this topic we will learn about famous Egyptian Pharaohs (Tutankhamun), The River Nile and its		Find out about key features of daily life in Ancient Greece.	



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	changes in the past		entertainment). Say why the old seaside holidays were different.		importance, who the Egyptians worshipped, how they tended to their dead, the Pyramids, what life was like for an Egyptian slave and the life of Cleopatra.		Learn about the three main types of government of ancient Greece: monarchy, oligarchy and democracy. Learn about the two powerful city-states of Athens and Sparta. Find out about the similarities and differences between them. Compare lifestyles of rich/poor, men/women, Athenians/ Spartans. Know that Ancient Greece had a polytheistic religion. Explain the importance of religion in the everyday life of ancient Greeks.	
	Historical interpretation		Recount the story of Grace Darling's rescue using a variety of sources (e.g. pictures, stories)		Understand how different life was in Ancient Egypt for an incredibly rich Pharaoh and the slave of a Pharaoh. Look at an event from these two perspectives e.g. the building of the Great Pyramid.		Compare lifestyles of rich/poor, men/women, Athenians/ Spartans.	



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Historical enquiry		Use pictures, books and interviews with grandparents at pictures to answer "Which things are old and which are new?" or "What were people doing?" Look at a changing machine and ask questions i.e., "What were they used for?" and try to answer.		Children will research the different Egyptian Gods and Goddesses, making Top Trump cards out of their information. Use information from books/websites to answer questions about the process of mummification.		Explore the different types of sources we have to learn about the past, and learn how to distinguish between a primary and secondary source. Look at pictures of Greek pots. What can the images tell us about Greek life? Use both types of source to research different aspects of the daily life of the ancient Greeks.	
	Organisation and communication	Show our knowledge through role-play and recounts (postcards) from our traditional seaside day.		The children will present information they have learnt in a variety of ways e.g. a presentation about mummification, a poster about Tutankhamun, a piece of writing about the life of Cleopatra etc.		Create a class museum about the Ancient Greeks, using a range of objects and sources. Include writing, pictures and clearly labelled objects to present information. In groups prepare a spoken presentation about one aspect of Ancient Greek life (museum guide)	
	Significance	Talk about why Grace Darling was important.		Significant people: Tutankhamun and Cleopatra. They will continue to learn about events		Explore the legacy of ancient Greece. Find out about some of the many ways that ancient Greek ideas	



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					remembered by all by learning about the end of the Egyptian Dynasty as the Romans took over.		and developments still influence our lives today. e.g. ancient Olympic Games, the Greek language, Greek myths, and Greek government. Explore the lives, ideas and beliefs of Greece's most famous philosophers and scholars: Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes. Consider their significance today. GREAT: legacy of ancient Greece affecting the future.	
	Vocabulary		Lighthouse, promenade,		Egypt, Egyptian, tomb, pyramid, pharaoh, sarcophagus, canopic jars, desert, scarab, sickle, Ra, Nile.		Government, monarchy, oligarchy, democracy, philosopher, scholar, legacy, myth, polytheistic,	

Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Chronological understanding</p>	<p>Be able to identify if an object is from present day or from the past.</p> <p>Use words: old and new.</p>	<p>Sequence 2 or more events related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p> <p>Understand the difference between things that happened in the past and the present</p>	<p>Puts at least 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Recount changes in own life over time</p> <p>Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in chronological order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Names and places dates of significant events from the past on a timeline.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Aztecs, Greeks, Egyptians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Uses names and dates of any significant event studied from the past and places it correctly on a timeline.</p>
<p>Knowledge and understanding</p>	<p>Be able to recall one person or event</p>	<p>Recall some facts about people/events</p>	<p>Uses information to describe the past.</p>	<p>Uses evidence to describe: houses and settlements;</p>	<p>Describes and gives reasons why changes in houses,</p>	<p>Identifies, describes and gives reasons why changes in</p>	<p>Chooses reliable sources of factual evidence to identify,</p>



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<p>of past events, people and changes in the past</p>	<p>before living memory. Identify something that is different and something that is the same between now and the past.</p>	<p>before living memory. Say why people may have acted the way they did.</p>	<p>Uses information to describe differences between then and now. Recounts main events from a significant event in history. Uses evidence to explain reasons why people in past acted as they did.</p>	<p>culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs and attitudes; things of importance to people and differences between lives of rich and poor. Describes main similarities and differences between people, events and objects.</p>	<p>culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Identifies and describes similarities and differences between people, events and objects. Describes how some of the past events/people affect life today.</p>	<p>houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Answer valid questions about change, cause, similarity and significance. Describes some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Describe how historical events studied affect/influence life today. Describes changes and links within and across the time periods studied.</p>	<p>describe and give own reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Devise and answer valid questions about change, cause, similarity and significance. Identifies and describes some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Identify and describe how historical events studied affect/influence life today. Identifies and describes links and changes between some features of past societies.</p>
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<p>Historical interpretation</p>	<p>Know that we can learn about the past in different ways e.g. stories, photos and objects.</p>	<p>Begins to identify and recount some details from the past using a variety of sources (e.g. pictures, stories)</p>	<p>Looks at and use sources of information to find about the past. (Books, pictures, eye-witness accounts, photos, artefacts, buildings, galleries, historical sites and the internet).</p>	<p>Explore and describe two different versions of the same event in history.</p>	<p>Look at different versions of the same event in history and identify differences. Begin to give reasons why there may be different accounts of history.</p>	<p>Looks at different versions of the same event and identifies similarities and differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others.</p>	<p>Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<p>Historical enquiry</p>	<p>Be able to learn about the past from more than one source e.g. a story and a video clip. Ask a 'what' question about an object from the past.</p>	<p>Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e.,</p>	<p>Identify different ways in which the past is represented. Ask questions about the past such as: 'what was it like for a?', 'what happened in the past?', 'how long ago didhappen?' Use a wide range of information to</p>	<p>Uses printed sources, the internet, pictures, databases, photographs, music, artefacts, historic buildings and visits to collect evidence about the past. Asks questions such as 'how did people? What did people do for?'</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?' Suggests sources of evidence to use to</p>	<p>Uses a range of sources and understands the difference between primary and secondary sources of evidence. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single</p>	<p>Identifies and uses different sources of information and artefacts. Investigates own lines of enquiry by posing questions to answer. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of</p>



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		“What were they used for?” and try to answer.	answer questions.	Suggests sources of evidence from a selection provided to use to help answer questions.	help answer questions.	answer to historical questions.	evidence for particular tasks. Forms own opinions about historical events from a range of sources.
Organisation and communication	Be able to draw and picture and talk about an event or someone from the past.	Begins to show knowledge and understanding about the past in different ways (e.g. role play, stories, drawing, writing and talking).	Communicates ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Describes objects, people and events in history.	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement and invader.	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience	Makes use of different ways of presenting information and presents information in an organised and clearly structured way (e.g. written explanation/tables and charts/labelled diagrams). Makes accurate use of specific dates and terms. Plans and presents a self-directed project or research about the studies period.
Significance	Recognise and describe special times or events for family or friends	Talk about who was important eg. in a simple historical account	Talk about who was important eg in a simple historical account. Talk about important events from the past.	Identify historically significant people and events in situations. Introduce GREAT (see below) and how we use this criteria to identify a significant event.	Identify and describe historically significant people and events in situations. Build on their knowledge of GREAT (see below)	Identify, describe and compare historically significant people and events in situations. Build on their knowledge of GREAT (see below)	Identify, describe, compare and give opinions on historically significant people and events in situations.



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			What makes them important?	(e.g. The defeat of Boudicca) Focus on Remembered by All	Focus on Terrifying.	Focus on Events which are far reaching	Build on their knowledge of GREAT (see below) Focus on ground breaking change and effecting the future.
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G	<p>ROUNDBREAKING AND STUNNING CHANGE</p> <p>(Changes in technology) new weapons and tactics. Could also be new life experiences, roles, responsibilities and jobs)</p>
R	<p>EMEMBERED BY ALL</p> <p>(A event which or person who is nationally remembered, maybe even studied by schools, appears in stories/films)</p>
E	<p>VENTS THAT WERE FAR REACHING</p> <p>(An event which or person who touched the whole globe, or at least, a large part of it)</p>
A	<p>FFECTING THE FUTURE</p> <p>(An event which or person who had as much affect on people after it had finished as at the time on their lives and on society as a whole)</p>
T	<p>ERRIFYING</p> <p>(An event or person remembered because it is so dreadful and it is so large and scary it is hard to even imagine)</p>



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Impact

The impact of the History curriculum at St. John's will be reflected in the knowledge, skills, and perspectives pupils develop as they explore the richness of the past. By the time pupils leave St. John's, they will have a deep understanding of history's influence on the world, critical thinking skills to interpret evidence, and an appreciation of diversity and cultural heritage.

Impact on Pupils

- **Knowledgeable and Informed:** Pupils will leave with a strong understanding of key historical events, figures, and periods, and an ability to place them within a clear chronological framework.
- **Skilled Historians:** Pupils will confidently use historical enquiry skills, such as evaluating sources, interpreting evidence, and considering multiple perspectives, to understand and question the past.
- **Curious and Reflective Learners:** Pupils will demonstrate a sustained interest in exploring history, asking insightful questions about the past and its relevance to the present and future.
- **Empathy and Respect for Diversity:** Pupils will recognise the contributions of diverse cultures, individuals, and civilisations, fostering a sense of respect and appreciation for different perspectives and experiences.
- **Connection to the Modern World:** Pupils will understand how history influences contemporary society and their own lives, enabling them to draw meaningful connections and think critically about current events.

Impact on the School Community

- **Culture of Enquiry:** A dynamic and inclusive History curriculum will nurture curiosity and critical thinking across the school, encouraging pupils to engage thoughtfully with the past and its lessons.
- **Preparation for the Future:** Pupils will leave St. John's equipped with transferable skills, such as analysis, interpretation, and communication, which will support them in secondary education and beyond.
- **Reinforcement of School Values:** By embedding the values of St. John's, pupils will develop a sense of responsibility and respect for the contributions and sacrifices of those who came before them.

Impact on Wider Society

- **Thoughtful Global Citizens:** Pupils from St. John's will have the knowledge and empathy to engage with diverse perspectives and contribute thoughtfully to society.



St. John's C of E Primary School History Curriculum



- **Inspiration for the Future:** By understanding the challenges and achievements of the past, pupils will be inspired to make positive contributions to their communities and the wider world.

Through our History curriculum at St. John's, we will nurture pupils who are informed, reflective, and curious, equipped with the knowledge and skills to engage confidently with the world around them and shape a better future.