



ST ANNE'S COPP CE PRIMARY SCHOOL, GREAT ECCLESTON




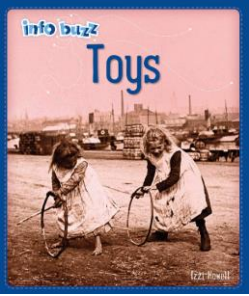
HISTORY CURRICULUM

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

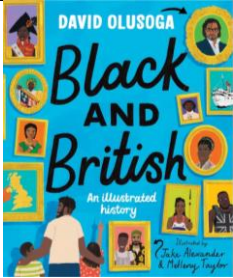

"Let us love, not in word, but in truth and action." (1 John 3:18)

EYFS	All About Me / Festivals and Celebrations Substantive Knowledge : FAMILY		Adventures in Great Eccleston <i>(visit to Great Eccleston)</i> Substantive Knowledge : INDUSTRY		King Charles III & Queen Elizabeth II Substantive Knowledge : MONARCHY	
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	COMMUNICATION & LANGUAGE	UNDERSTANDING THE WORLD	LITERACY	EXPRESSIVE ARTS & DESIGN
EARLY YEARS	<ul style="list-style-type: none"> • Embed new words in a range of contexts • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Talk about the lives of the 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 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher;

	AUTUMN		SPRING		SUMMER	
Y1	Victorians <i>(visit to Judges Lodgings)</i> Substantive Knowledge : INDUSTRY & FAMILY		Great Fire of London Substantive Knowledge : INDUSTRY & HYGEINE		Toys and Transport <i>(Toys museum loan box)</i> Substantive Knowledge : TRANSPORT, LEISURE, MONARCHY	

	CHRONOLOGY	EVENTS, PEOPLE and PLACES	INTERPRETATION, ENQUIRY and USING SOURCES	COMMUNICATION
YEAR 1	<ul style="list-style-type: none"> Recognise the distinction between past and present Order and sequence some familiar events and objects Identify some similarities and differences between ways of life at different times Use some everyday terms about the passing of time 	<ul style="list-style-type: none"> Retell some events from beyond their living memory which are significant locally or globally Describe some changes within their living memory (including aspects of national life where appropriate) 	<ul style="list-style-type: none"> Make simple observations about different people, events, beliefs and communities Use sources to answer simple questions about the past Identify some basic ways in which the past can be represented Choose parts of stories and other sources to show what they know of the past 	<ul style="list-style-type: none"> Describe special or significant events Retell simple stories or events from the past Use simple historical terms

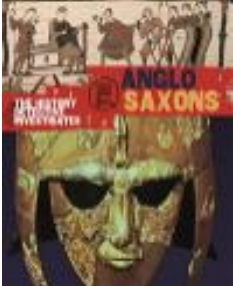
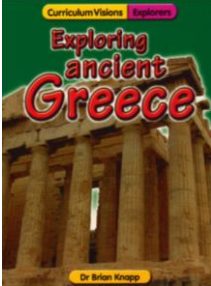

<p>Y2</p>	<p>Learie Constantine</p> <p>Substantive Knowledge : MIGRATION, JUSTICE</p>		<p>Explorers: Christopher Columbus & Amelia Earhart</p> <p>Substantive Knowledge : TRANSPORT, MIGRATION</p>		<p>Industrial Revolution <i>(Visit to Styal Mill)</i></p> <p>Substantive Knowledge : INDUSTRY, FAMILY</p>	
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	<p>CHRONOLOGY</p>	<p>EVENTS, PEOPLE and PLACES</p>	<p>INTERPRETATION, ENQUIRY and USING SOURCES</p>	<p>COMMUNICATION</p>
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YEAR 2	<ul style="list-style-type: none"> • Order and sequence events and objects • Recognise that their own lives are similar and/or different to the lives of people in the past • Use common words and phrases concerned with the passing of time 	<ul style="list-style-type: none"> • Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements • Develop awareness of significant historical events, people and places in their own locality • Develop awareness of black history and significant individuals 	<ul style="list-style-type: none"> • Ask and answer simple questions about the past through observing and handling a range of sources • Consider why things may change over time • Recognise some basic reasons why people in the past acted as they did • Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> • Talk about what/who was significant in simple historical accounts • Demonstrate simple historical concepts and events through role-play, drawing and writing • Use a variety of simple historical terms and concepts
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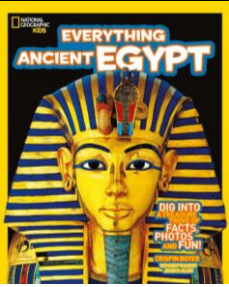

Y3	<p>Transatlantic Slave Trade</p> <p style="color: blue;">Substantive Knowledge : JUSTICE, INDUSTRY</p>		<p>Stone Age to Iron Age <i>(Museum of Lancashire visit : Pre-history mystery)</i></p> <p style="color: blue;">Substantive Knowledge : INDUSTRY, FAMILY, CIVILISATION</p>		<p>The Roman Empire and its impact on Britain <i>(Roman Empire Museum loan box)</i></p> <p style="color: blue;">Substantive Knowledge : INVASION</p>	
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	CHRONOLOGY	EVENTS, PEOPLE and PLACES	INTERPRETATION, ENQUIRY and USING SOURCES	COMMUNICATION
YEAR 3	<ul style="list-style-type: none"> • Use some dates and historical terms when ordering events and objects • Demonstrate awareness that the past can be divided into different periods of time • Explore trends and changes over time 	<ul style="list-style-type: none"> • Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age • Describe some aspects of the Roman Empire and recognise the impact on Britain • Demonstrate knowledge of aspects of history significant in their locality (cotton trade) 	<ul style="list-style-type: none"> • Use sources to address historically valid questions • Recognise that our knowledge of the past is constructed from different sources of evidence • Recognise that different versions of the past may exist • Describe some of the ways the past can be represented 	<ul style="list-style-type: none"> • Discuss some historical events, issues, connections and changes • Select and organise historical information to present in a range of ways • Use relevant historical terms and vocabulary linked to chronology

Y4	Anglo-Saxons, Scots & Vikings <i>(Anglo-Saxons Museums loan box)</i> Substantive Knowledge : INVASION, MIGRATION		Ancient Greeks Substantive Knowledge : DEMOCRACY		Our region (North West) <i>(visit to Blackpool)</i> Substantive Knowledge : LEISURE	
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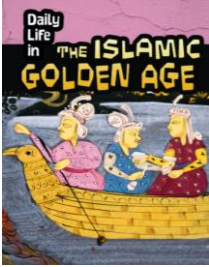
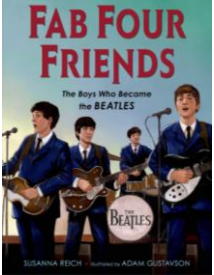
	CHRONOLOGY	EVENTS, PEOPLE and PLACES	INTERPRETATION, ENQUIRY and USING SOURCES	COMMUNICATION
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YEAR 4	<ul style="list-style-type: none"> • Use dates and historical terms when ordering events and objects • Identify where people and events fit into a chronological framework • Explore links and contrasts within and across different periods of time 	<ul style="list-style-type: none"> • Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared • Describe some aspects of Britain's settlement by Anglo-Saxons and Scots • Demonstrate more in-depth knowledge of specific civilizations (Vikings and Anglo-Saxons) • Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor • Demonstrate knowledge of Ancient Greece including Greek life, achievements and their influence on the western world • Explore changes within our local area including trends over time (Blackpool) 	<ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses • Recognise how sources of evidence are used to make historical claims • Recognise why some events happened and what happened as a result • Identify historically significant people and events in different situations 	<ul style="list-style-type: none"> • Discuss significant aspects of, and connections between, different historical events • Select and organise relevant historical information to present in a range of ways • Use relevant and appropriate historical terms and vocabulary linked to chronology

Y5	Lancashire Slave Trade Ship 'Hope' Substantive Knowledge : JUSTICE, INDUSTRY		Ancient Egypt <i>(Museum loan artefact box)</i> Substantive Knowledge : CIVILISATION		Great Plague of London Substantive Knowledge : HYGIENE, FAMILY	
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CHRONOLOGY	EVENTS, PEOPLE and PLACES	INTERPRETATION, ENQUIRY and USING SOURCES	COMMUNICATION
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YEAR 5	<ul style="list-style-type: none"> • Use dates and appropriate historical terms to sequence events and periods of time • Identify where people, places and periods of time fit into a chronological framework • Describe links and contrasts within and across different periods of time including short-term and long-term scales 	<ul style="list-style-type: none"> • Demonstrate knowledge of Ancient Egypt including Egyptian life, achievements and their influence on the western world • Describe key aspects of black history including local links and understand how we have developed in the world since • Discuss, describe and debate the events that led to the Plague and it's impact on society • Demonstrate knowledge of how hygiene has changed over time 	<ul style="list-style-type: none"> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses • Recognise how our knowledge of the past is constructed from a range of sources • Choose relevant sources of evidence to support particular lines of enquiry 	<ul style="list-style-type: none"> • Discuss and debate historical issues • Use appropriate vocabulary when discussing and describing historical events • Construct responses to historical questions and hypotheses that involve selection and organization of relevant historical information including dates and terms • Choose relevant ways to communicate historical findings
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Y6	World Wars 1 & 2 Substantive Knowledge : INVASION		Early Islamic Society (Baghdad) <i>(Baghdad AD 900 Museum loan box)</i> Substantive Knowledge : CIVILISATION		Post-war Britain : culture <i>(visit to Beatles Museum)</i> Substantive Knowledge : LEISURE, INDUSTRY	
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	CHRONOLOGY	EVENTS, PEOPLE and PLACES	INTERPRETATION, ENQUIRY and USING SOURCES	COMMUNICATION
YEAR 6	<ul style="list-style-type: none"> • Use dates and a wide range of historical terms when sequencing events and periods of time • Develop chronologically secure knowledge of the events and periods of time studied • Analyse links and contrasts within and across periods of time including short-term and long-term time scales 	<ul style="list-style-type: none"> • Demonstrate knowledge of an aspect or theme in British History that extends beyond their chronological knowledge beyond 1066 • Build on local knowledge of social history that explores culture, significant individuals and impacts on the lives of others 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions and hypotheses • Give some reasons for contrasting arguments and interpretations of the past • Describe the impact of historical events and changes • Recognise that some events, people and changes that are judged as more significant than others 	<ul style="list-style-type: none"> • Acknowledge contrasting evidence and opinions when discussing and debating historical issues • Use appropriate vocabulary when discussing, describing and explaining historical events • Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organization of relevant historical information including appropriate dates and terms • Choose the most appropriate way of communicating different historical findings