

St Pauls Catholic School History Curriculum Overview 22-23

History National Curriculum Coverage

The topic History is taught by the class teachers.

In EYFS children develop an understanding of themselves and their families. Children start discussing the past through characters, settings and events encountered I books and read in class.

In KS1 history is taught as a discrete subject with cross-curricular links to Art and DT while in KS2 the history topic for the term builds the basis for teaching writing in ENGLISH. This allows teachers to involve children in critical discussions about historical events and developments as well as their impact on Britain.

The work in children's writing books shows a good understanding of the topics covered.

Our planning is based on the The National Curriculum (2014) and resources are taken from Hamilton Trust, TWINKL, BBC and other suitable child friendly sources.

At the beginning of the year, the statutory areas which needed to be covered across the key stages were reviewed and it was decided which topics were going to be taught in which year group, ensuring coverage of all topics and allowing children to develop their understanding of the chronology of events.

The following table matches the topics and curriculum objectives for KS1 and KS2.

All curriculum objectives are covered.

In KS1 evidence can be found in topic books and RE books.

In KS2 evidence can be found in English books, Topic folders and comprehension books.

Evidence of learning is also captured in form of photos, especially Art work and D&T projects in KS2 and in children’s portfolio books, writing about their experiences during topic days.

The curriculum in KS1 and KS2 covers:

- Historical Interpretations
- Historical Investigations
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past
- Presenting, Organising and Communicating

	Autumn		Spring		Summer 2	
Planning is always flexible in order to respond to children’s changing needs and interests.	<b>All About me</b> <ul style="list-style-type: none"><li>Exploring my class and my school</li><li>My family, about me</li><li>Where I am from, where I live</li></ul> <b>CST</b>	<b>Terrific Tales and Celebrations</b> <ul style="list-style-type: none"><li>Celebrating cultures</li></ul> <b>CST</b>	<b>People who help us</b> <ul style="list-style-type: none"><li>Learning about occupations and their effects on society</li></ul> <b>CST</b>	<b>Ticket to ride</b> <ul style="list-style-type: none"><li>Around town</li><li>How do I get there?</li><li>Where we do we live in the UK?</li></ul>	<b>Minibeast</b> <ul style="list-style-type: none"><li>What is a minibeast?</li><li>Exploring minibeasts that crawl, minibeast that can fly, without legs, with legs.</li><li>Where, in our location, do we find minibeasts?</li><li><b>CST</b></li></ul>	<b>Fun at the seaside</b> <ul style="list-style-type: none"><li>Under the sea, Maritime transport, off on holidays, recycling.</li></ul> Seasides around the world
Reception/EYFS Topics and Skills	<ul style="list-style-type: none"><li>Understand and speak about our own family</li><li>Speak about own interests</li><li>Speak about our own history or events and experiences (ORACY)</li><li>Understand that the past is before now</li><li>Talk about events that happened in the past (e.g. Remembrance Day, Nativity)</li><li></li></ul>		<ul style="list-style-type: none"><li>Compare and discuss images of the past and the present (ORACY)</li><li>Know about the past through characters, settings and events encountered in books read in class</li><li></li></ul>		<ul style="list-style-type: none"><li>Talk about the lives of people around them and their roles in society CST (ORACY)</li><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li></ul>	

<div>KS1</div> <div>Topics &amp; Skills</div>			
Skills KS1:	<div><div>NC coverage:</div><div><div><div>-</div><div>develop an awareness of the past, using common words and phrases relating to the passing of time</div></div><div><div>-</div><div>know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</div></div><div><div>-</div><div>use a wide vocabulary of everyday historical terms</div></div><div><div>-</div><div>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</div></div><div><div>-</div><div>understand some of the ways in which we find out about the past and identify different ways in which it is represented.</div></div></div></div>		
Cycle (A)	<div><div>Passing of time - Toys</div><div>Changes within living memory</div><div>Remembrance Sunday and Guy Fawkes</div><div>History</div><div>NC coverage:</div><div>Events (withing) beyond living memory that are significant nationally or globally</div><div><div><div><div></div><div>To learn about changes within living memory by exploring toys from today.</div></div><div><div></div><div>To understand some of the ways in which we find out about the past by identifying different sources.</div></div></div><div><div><div><div></div><div>To learn about changes within living memory by about toys from the past.</div></div><div><div></div><div>To use sources to ask and answer questions in the context of finding out about toys from the past.</div></div></div><div><div><div><div></div><div>(ORACY)</div></div></div><div><div><div><div></div><div>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods.</div></div></div><div><div><div><div></div><div>Compare Victorian toys with modern toys.</div></div><div><div></div><div>CST</div></div></div><div><div><div><div></div><div>To identify changes in living memory by understanding how toys have changed over time.</div></div><div><div></div><div>(ORACY: discuss and present findings to the class)</div></div></div></div></div></div></div></div></div></div>	<div><div>Isambard Kingdom Brunel - lives of significant individuals in the past</div><div>History</div><div>NC coverage:</div><div>Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods.</div><div>CST</div><div><div><div><div></div><div>Develop an awareness of the past, using common words and phrases relating to the passing of time.</div></div><div><div></div><div>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</div></div><div><div></div><div>Use a wide vocabulary of everyday historical terms.</div></div><div><div></div><div>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</div></div></div><div><div><div><div></div><div>(ORACY)</div></div></div><div><div><div><div></div><div>Understand some of the ways in which we find out about the past and identify different ways in which it’s represented.</div></div></div></div></div></div></div>	<div><div>Chronological framework - look at Queens of GB (Elizabeth 1<sup>st</sup> and 2<sup>nd</sup>)</div><div>History</div><div>NC coverage:</div><div>Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods.</div><div>CST</div><div><div><div><div></div><div>Develop an awareness of the past, using common words and phrases relating to the passing of time.</div></div><div><div></div><div>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</div></div><div><div></div><div>Use a wide vocabulary of everyday historical terms.</div></div><div><div></div><div>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</div></div></div><div><div><div><div></div><div>(ORACY)</div></div></div><div><div><div><div></div><div>Understand some of the ways in which we find out about the past and identify different ways in which it’s represented.</div></div></div></div></div></div></div>
Cycle (B)	<div><div>Local Area</div><div>History</div><div>NC coverage:</div><div>Significant historical events, people and places in our own locality</div><div>Changes within living memory.</div><div>CST</div><div>(Reading Abbey, Paddington, Biscuits, Hugh Faringdon, WW1 memorial wall in Tilehurst, 50<sup>th</sup> Anniversary of School, History of St. Joseph)</div><div>Link with Geography</div><div><div><div><div></div><div>Develop an awareness of the past, using common words and phrases relating to the passing of time.</div></div><div><div></div><div>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</div></div><div><div></div><div>Use a wide vocabulary of everyday historical terms.</div></div><div><div></div><div>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</div></div></div><div><div><div><div></div><div>(ORACY)</div></div></div></div></div></div>	<div><div>The Great Fire of London</div><div>History</div><div>NC coverage:</div><div>Events beyond living memory that are significant nationally or globally</div><div><div><div><div></div><div>Develop an awareness of the past.</div></div><div><div></div><div>Compare past and present London.</div></div><div><div></div><div>Identify differences and similarities between ways of life in different periods.</div></div><div><div></div><div>Explain how people live now is different to how people lived in 1666.</div></div></div><div><div><div><div></div><div>(ORACY)</div></div><div><div></div><div>CST</div></div></div><div><div><div><div></div><div>Know and understand key features of an event beyond living memory that are nationally significant.</div></div><div><div></div><div>Order the events of the Great Fire of London.</div></div><div><div></div><div>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</div></div></div><div><div><div><div></div><div>Explain how we know about the Great Fire of London.</div></div><div><div></div><div>(ORACY)</div></div></div><div><div><div><div></div><div>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</div></div><div><div></div><div>Explain how London changed after the Great Fire.</div></div></div><div><div><div><div></div><div>(ORACY)</div></div></div></div></div></div></div></div></div></div>	<div><div>Florence Nightingale, Mary Seacole, Edith Cavell -</div><div>History</div><div>NC coverage:</div><div>Lives of significant individuals in the past who have contributed to national and international achievements.</div><div>CST</div><div><div><div><div></div><div>Develop an awareness of the past, using common words and phrases relating to the passing of time.</div></div><div><div></div><div>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</div></div><div><div></div><div>Use a wide vocabulary of everyday historical terms.</div></div><div><div></div><div>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</div></div></div><div><div><div><div></div><div>(ORACY)</div></div></div><div><div><div><div></div><div>Understand some of the ways in which we find out about the past and identify different ways in which it’s represented.</div></div></div></div></div></div></div>

	<ul style="list-style-type: none"><li>Understand some of the ways in which we find out about the past and identify different ways in which it's represented.</li></ul>	<ul style="list-style-type: none"><li>Understand key features of events, choosing and using parts of stories and asking and answering questions. Describe London before, during and after the Great Fire. (ORACY)</li></ul>	
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LKS2 Topics & Skills			
Skills KS2:	<p><u>NC coverage:</u></p> <ul style="list-style-type: none"><li>- continue to develop a chronologically secure knowledge and understanding of British, local and world history</li><li>- establishing clear narratives within and across the periods they study</li><li>- learn to make connections, contrasts and trends over time and develop the appropriate use of historical terms</li><li>- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li><li>- construct informed responses that involve thoughtful selection and organisation of relevant historical information</li><li>- understand how our knowledge of the past is constructed from a range of sources</li></ul>		
Year 3 Cycle (A)	<p style="text-align: center;"><b><u>Romans</u></b></p> <p><b>History</b> <u>NC coverage:</u> <b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"><li>- Introduction to Celts</li><li>- A day in the life of a Celt</li><li>- Introduction to Roman invasion</li><li>- Roman towns and their structures</li><li>- Explore Roman cultures and beliefs including the legend of Romulus and Remus.</li><li>- Understand Roman artefacts and how that helps us to be informed of the past (ORACY)</li><li>- Roman gods and goddesses</li><li>- Daily life in Ancient Rome CST</li><li>- How Roman invasion changed Britain (ORACY)</li><li>- Understand the different layers which make up a Roman road</li><li>- Eruption of Pompei through visual means</li><li>- Use their <b>oracy skills</b> to share what pupils have learned about Roman invasion of Britain</li><li>- To understand the impact of Romans on Britain (ORACY)</li></ul>	<p style="text-align: center;"><b><u>Anglo Saxons and Vikings</u></b></p> <p><b>History</b> <u>NC coverage:</u> <b>Britain’s settlement by Anglo-Saxons and Scots</b> <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <ul style="list-style-type: none"><li>- The fall of the Roman Empire</li><li>- Anglo Saxon invasion, settlements and kingdoms</li><li>- Anglo Saxon Warriors</li><li>- Anglo Saxon Gods</li><li>- Anglo Saxon Artefacts</li><li>- Runes – write your own initial in Runes</li><li>- Viking invasion-timeline and map work-Scandinavia focus and why they left.</li><li>- Discuss Viking raid from Anglo-Saxon perspective (ORACY)</li><li>- Beliefs and weapons of Viking warriors</li><li>- Viking way of life/Farm life/Viking settlement CST</li><li>- Viking mythology and Creation story</li><li>- Explore importance of Viking trade</li></ul>	<p style="text-align: center;"><b><u>Our World</u></b></p> <p><b>History</b> <u>NC coverage:</u> <b>A local history study</b></p> <ul style="list-style-type: none"><li>- Changing environments and the impact of this over time</li><li>- Reading through the ages</li><li>- Huntley and Palmers</li><li>- Understanding changes in history and how life was different in the past – looking at old photos, comparing past and present (ORACY)</li><li>- Biographies: People who have influence and shaped the history of Reading</li><li>- Reading Prison referring to changes in crime and punishment, linking to Oscar Wild and the fate of Reading Prison now (ORACY) CST</li></ul>
Year 4 Cycle (B)	<p style="text-align: center;"><b><u>Egypt</u></b></p> <p><b>History</b> <u>NC coverage:</u> <b>Achievements of the earliest civilisations - 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</b></p> <ul style="list-style-type: none"><li>- Explore the Ancient Egyptian Creation story and compare with our Creation story.</li><li>- Find out information about Ancient Egyptian Gods and Goddesses and their importance.</li><li>- Learn about the mighty rulers of Ancient Egypt. Discover their symbols and crowns. Explore pyramids.</li><li>- Learn about the structure of Ancient Egyptian Society and compare to our society. (ORACY) CST</li><li>- Explore Ancient Egyptian Artefacts and what they tell us about life in Ancient Egypt.</li></ul>		<p style="text-align: center;"><b><u>World War II</u></b></p> <p><b>History</b> <u>NC coverage:</u> <b>A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066.</b> <b>(e.g. a significant turning point in British History: <u>Battle of Britain</u> (WW2))</b></p> <ul style="list-style-type: none"><li>- Explore and understand the events surrounding the outbreak of war</li><li>- Learn about and develop an understanding of the events leading up to Dunkirk and the feelings of some of the people involved in the evacuation</li><li>- Explore and understand the events that led to The Battle of Britain</li><li>- Understand the impact of the ‘Blitz’( bombing of London) on the population (ORACY)</li><li>- Explore and understand what life was like for evacuees living in the country and explore the emotions felt by evacuated children and their families (ORACY) CST</li><li>- Research the extent of the bombing in London during the Blitz</li><li>- Understand that much of our food and many other resources are imported and learn why rationing was therefore important during WW2</li></ul>

	<ul style="list-style-type: none"> <li>- Understand the story of Howard Carter and how he discovered the tomb of Tutankhamun.</li> <li>- Learn to use artefacts to find out more about the lives and believes of people in the past.</li> <li>- Learn about the importance of the Heavy Heart Ceremony and the journey into the underworld.</li> <li>- Learn about the Egyptian Numbering system and compare to ours</li> </ul>		<ul style="list-style-type: none"> <li>- Learn which vegetables are naturally able to grow in Britain and to begin to understand seasonality</li> </ul>
Year 5 Cycle (A)	<p style="text-align: center;"><b><u>North and South</u></b></p> <p><b>History</b> <b><u>NC coverage:</u></b> A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>- Famous figures from History, from Manchester and Portsmouth: North-South divide</li> <li>- Child workers in Victorian era <b>CST</b></li> <li>- Industrial revolution Changes and developments in towns, cities and buildings <b>(ORACY)</b></li> <li>- Historical landmarks in Manchester, Portsmouth and Reading</li> </ul>	<p style="text-align: center;"><b><u>China- Shang Dynasty</u></b></p> <p><b>History</b> <b><u>NC coverage:</u></b></p> <ul style="list-style-type: none"> <li>- Achievements of the earliest civilisations - 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; <u>The Shang Dynasty of Ancient China</u></li> <li>- Life, education, homes, artefacts arts etc. <b>CST (ORACY)</b></li> <li>- Traditions: Dress, tea ceremony, Chinese New Year</li> <li>- Traditional Folk Tales</li> <li>- Ancient Wonders: Great Wall of China, Terracotta Army, Forbidden City, Emperors</li> <li>- Games: Checkers Mahjong</li> </ul>	<p style="text-align: center;"><b><u>Chocolate</u></b></p> <p><b>History</b> <b><u>NC coverage:</u></b> A non-European society that provide contrasts with British History – one study chosen from: early Islamic civilisation, including Baghdad c. AD 900; <u>Mayan civilisation</u> c. AD 900; Benin (West Africa) c. 900 - 1300</p> <ul style="list-style-type: none"> <li>- Aztecs’ and Mayan’s way of life, buildings, food</li> <li>- Chocolate: from drinks in Aztec-times to the modern bars</li> <li>- History of advertising: How chocolate packaging and advertising has changed <b>(ORACY)</b></li> <li>- Impact of explorers like Cortez and Montezuma on the Aztec population <b>CST</b></li> </ul>
Year 6 Cycle( B)	<p style="text-align: center;"><b><u>California</u></b></p> <p><b>History</b> <b><u>NC coverage:</u></b> A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. ( e.g. changes in aspects of social history, such as <u>leisure and entertainment</u> in the 20<sup>th</sup> century)</p> <ul style="list-style-type: none"> <li>- Native Americans – lifestyle/ impact of settlers <b>(ORACY) CST</b></li> <li>- Impact of railroad: changes in technology of transport <b>(ORACY)</b></li> <li>- Events from History: San Francisco earthquake 1907</li> <li>- History of film: silent movies</li> </ul>	<p style="text-align: center;"><b><u>Crime and Punishment</u></b> <b><u>Children through the Ages</u></b></p> <p><b>History</b> <b><u>NC coverage:</u></b> A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. ( e.g. <u>social</u> history)</p> <ul style="list-style-type: none"> <li>- History/ changes of punishment from Roman Times</li> <li>- How crimes have changed over the years</li> <li>- Changes in punishments for different crimes <b>(ORACY) CST</b></li> <li>- Victorian schools/ life as a Victorian Child <b>CST</b></li> <li>- Development and impact of police force <b>(ORACY)</b></li> </ul>	<p style="text-align: center;"><b><u>Olympics</u></b></p> <p><b>History</b> <b><u>NC coverage:</u></b> A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. (e.g. the legacy of Roman or <u>Greek Culture</u>)</p> <ul style="list-style-type: none"> <li>- Ancient Greece: Main districts and how the differed:</li> <li>- Spartans, Athenians, Corinthians etc <b>CST</b></li> <li>- Greek architecture, artefacts, art, education, language <b>(ORACY)</b></li> <li>- Famous Greeks</li> <li>- History of Olympics and effect on modern sports <b>(ORACY)</b></li> <li>- Greek Gods, myths and legends</li> </ul>