



## History Whole School Curriculum – Ellel St. John’s C of E Primary School

We will be following a running theme of buildings from EYFS to Year 6. Where there is a clear significance, topics will include a famous building. These buildings will be significant to that time and place and as the children move through the school, they will develop a knowledge and understanding of their significance to the culture that created them and the wider world. They will allow the children to draw comparisons and make connections between buildings across time and place. Significant buildings of Britain are included alongside those that are important to our locality.

### EYFS

#### Guidance from Development Matters in the Early Years Foundation Stage and Subject specific focus from statutory framework for Early Years Foundation Stage

##### History

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
<b>Communication</b>			<b>Speaking</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>		
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</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>

#### Autumn 1

#### Autumn 2

#### Spring 1

#### Spring 2

#### Summer 1

#### Summer 2

Our topics change each year but these are our possible themes / interests / lines of enquiry

Marvellous Me! Houses and homes Family Occupations Birthdays Long ago – how timer has changed Harvest Autumn	Celebrations/Festivals Autumn Bonfire Night Christmas / Nativity Story of Saint Nicholas Terrific Tales	Winter Amazing Animals Placing events in chronological order from stories Toys Chinese New Year Safer Internet Day	Pancake Day Easter Growing up – generations Planting/Gardening/Spring Come outside topic Seasonal Changes	Life cycles – Frog/butterfly/plant Pond Area Local Area Ticket to Ride – Buzz Aldrin, Amelia Earhart Transport -old and new	Summer holidays (past and present) Hot places Rock pools Forest School Dinosaurs
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#### The national curriculum for history aims to ensure that all 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 timescale.

**KS1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**Pupils should be taught about:**

- 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
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality.

**YEAR 1**

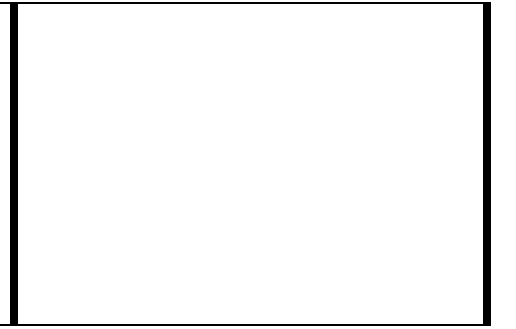
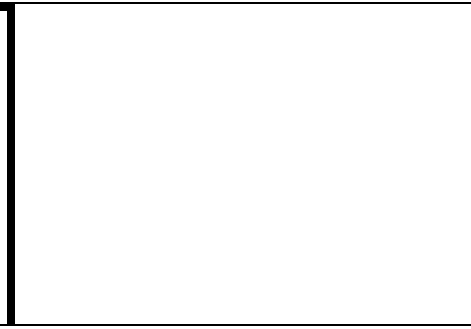
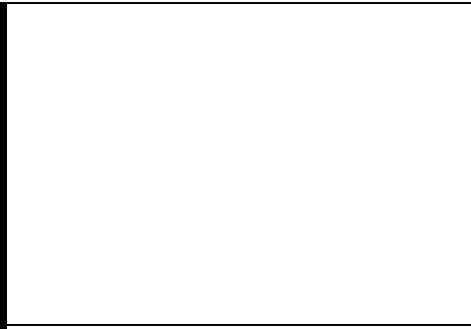
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Home Sweet Home</b></p> <p>How has our school changed over the years? Our school then and now.</p>	<p><b>Frozen Planet</b></p> <p>Why do we have Bonfire Night?</p> <p>Who are we remembering on Remembrance Day and why?</p>	<p><b>Frozen Planet</b></p>	<p><b>Terrific Transport</b></p> <p>How has transport changed over time?</p> <p>Neil Armstrong vs Mae Jamieson</p> <p>Moon Landings</p>		<p><b>Happy Holidays</b></p> <p>How have holidays changed since Victorian Times? Morecambe - then and now.</p> <p><b>National Curriculum Links</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Link to locality –Morecambe holidays</b></p>

<p><b>National Curriculum Links</b></p> <p><b>Changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life. Significant Historical Events, people and <b>places</b> in their locality.</p>	<p><b>National Curriculum Links</b></p> <p>Events beyond living memory that are significant nationally or globally.</p>		<p><b>National Curriculum Links</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally.</p>		
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YEAR 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Our Local Area</b></p> <p><b>Who the significance of Sir Richard Owen locally and nationally?</b></p> <p>-Sir Richard Owen</p> <p>the life and work of the Lancaster-born biologist, anatomist and palaeontologist.</p> <p>Lancaster Now and Then: -changes in their living time.</p>	<p><b>The Great Fire of London</b></p> <p><b>What was life like in 1666, before and after the Great Fire of London?</b></p> <p>The Great Fire of London: Learn about what happen, re-enact stories, read Samuel Pepys diary, and use images for research.</p> <p>Guy Fawkes: research the story, his life and retell in their own words.</p>	<p><b>The Royal Family</b></p> <p><b>What was life like for Elizabeth II as a child compared to life for children now?</b></p> <p><b>What was the same and different between Elizabeth I and Elizabeth II family?</b></p> <p>History: Royal Family Contrasting Elizabeth 1 and Elizabeth 2</p>	<p><b>Local Study Black History</b></p> <p><b>Who was Learie Constantine and why was he significant?</b></p>		<p><b>A Celebration of Me</b></p> <p><b>History: Timeline of Me- celebrations of special events in my life</b></p> <p><b>What are the special events in my life?</b> <b>Who are the special people I have shared them with?</b> <b>Compare childhood artefacts and pictures.</b></p>
<p><b>National Curriculum Links</b></p> <p>Significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements. Identify similarities and differences between ways of life in different periods over time. Changes within living memory; where appropriate,</p>	<p><b>National Curriculum Links</b></p> <p>Events beyond living memory that are significant nationally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Building – Houses of Parliament</b></p>	<p><b>National Curriculum Links</b></p> <p>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 Elizabeth II)</p>	<p><b>National Curriculum</b></p> <p>Significant historical events, people and places in their own locality</p> <p>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 Elizabeth II)</p>		<p><b>National Curriculum Links</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>

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**Building / Link to Locality–  
Lancaster Castle, Ashton  
Memorial**



## **KS2**

**Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.**

**Pupils should be taught about:**

**changes in Britain from the Stone Age to the Iron Age**

**the Roman Empire and its impact on Britain**

**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.**

YEAR 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Galgate.</b> What can maps tell us about our local area?</p>	<p><b>Stone Age to Iron Age: Changes in Britain from Stone Age to Iron Age.</b></p> <p>How did people survive in the early Stone Age? How did life change through the Stone Age? How was Stonehenge built? Why was Stonehenge built? What was the Scotforth Hoard and what does it tell us about our locality?</p>			<p><b>The Roman Empire and its impact on Britain</b></p> <p>How do we know that the Romans came to Britain?</p>	<p><b>Galgate - local Study</b></p> <p>What can we find out about our area from maps and photographs?</p>
<p><b>National Curriculum Links</b> History Local Study</p>	<p><b>National Curriculum Links</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Building – Stonehenge</b></p>			<p><b>National Curriculum Links</b></p> <p>The Roman Empire and its impact on Britain</p> <p>Chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Building- The Colosseum</b></p> <p><b>Link to locality – Lancaster bath house, Roman Road A6, Ribchester</b></p>	

YEAR 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Ancient Egypt</b> What were the beliefs of the Ancient Egyptians?</p>			<p><b>Anglo-Saxons and Scots</b> What impact did the Anglo-Saxons and Scots have on Britain and what is their legacy?</p>		<p>Lancashire Local History Black History Unit <b>How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond?</b></p>
<p><b>National Curriculum Links</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (2 weeks) and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The</p>			<p><b>National Curriculum Links</b></p> <p>Britain's settlement by Anglo-Saxons and Scots – link to locality</p> <p><b>Building: Chief Village hall.</b></p>		<p><b>National Curriculum Link</b> Local study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

Shang Dynasty of Ancient China <b>Building: The Pyramids</b>			Link to locality: Heysham burials, Heysham.		
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YEAR 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Ancient Greece</b> <b>What is the legacy of Ancient Greece?</b>				<b>Anglo Saxons and Vikings</b>  <b>National Curriculum Links</b> <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> <b>Who really were the Vikings?</b>	
<b>National Curriculum Links</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world  <b>Building – The Parthenon</b> <b>Link to locality/ building – Lancaster Town Hall</b>				A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Local study	

YEAR 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Islamic Civilisation, including a study of Baghdad c.AD900</b> What is the most significant contribution made by Early Islamic Society to life today?	<b>War and Peace</b> <b>War and Peace</b> <b>What was the impact of World WAR II on children in Galgate?</b>		<b>Lancaster Castle</b>  <b>What role has Lancaster castle played in the lives of local people?</b>	<b>Lancaster's Involvement in the Slave Trade</b>  <b>What role did Lancaster play in the Slave Trade?</b>	<b>REVISIT:</b> <b>A TIMELINE OF ME -</b> Short topic to link back to the Y2 topic Look at changes since last timeline.  What significant changes have you seen or experienced?
<b>National Curriculum Links</b> A non-European society that <b>provides contrasts</b> 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. <b>Draw contrasts between Britain at the same time in History.</b>	<b>National Curriculum Links</b> WWII –How did WW2 impact the children of Galgate? What would evacuation be like for the evacuee and the hosting family in Galgate?  How would the children's lives be affected by family members serving in the war effort.  <b>Galgate War Memorial</b>		<b>National Curriculum Links</b> A local history study – Significance of Lancaster castle Pendle Witch Trial <b>Building -Lancaster Castle</b> <b>Link to Locality – Pendle Witches</b>		