

History Curriculum

St Matthew's Church of England Primary School

Curriculum Intent At St Matthew's our curriculum is designed to build upon prior learning, improve communication skills, promote creativity, broaden knowledge and prepare pupils for life beyond school. We embrace our diversity as individuals and celebrate our unity as a caring, Christian community.	Breadth and balance We value pupils as individuals and aim to recognise their achievements in a wide range of areas. Our curriculum therefore ensures balance between academic and personal development. It gives equal importance to core and foundation subjects.	Key resources 'Timeline' by Peter Goes Non-fiction texts Artefacts Timeline on the wall Key vocabulary Sentence stems	Subject Leader Mrs Bannister 
Communication	• Key vocabulary and sentence stems support communication and language development. • Pre-teaching of key historical vocabulary supports EAL pupils. • Clear and explicit focus on History learning objectives improves subject specific understanding and knowledge.		
Aspiration	• High expectations benefit all pupils, with a focus on thinking as an historian. • Trips and visitors enrich the curriculum and provide experiences pupils may otherwise miss out on. • History teaching broadens pupils' understanding of the world in which they live and opens their eyes to opportunities.		
Creativity	• A cross-curricular approach engages interest and facilitates the understanding of wider themes. • Drama, art, design and PE themes are incorporated where useful and appropriate. • Historical themes are often utilised in English lessons, providing context and meaning.		
Knowledge of the World	• Pupils develop a sense of chronology with timelines used in Years 2 to 6. • Pupils are taught to use and evaluate historical sources. • Pupils learn about significant events and individuals from the past.		

Suggested monitoring schedule	Autumn	Spring	Summer
Work scrutiny	3 4 5 6	EYFS 1 2	
Drop ins	EYFS 1 2	3 4 5 6	
Pupil perceptions			EYFS 1 2 3 4 5 6

Understanding the World EYFS

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELGs ✓ 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 experiences and what has been read in class. ✓ Understand the past through settings, characters and events encountered in books read in class and storytelling. By the end of the year pupils will... • Begin to differentiate between the past and the present and to use vocabulary such as <i>then, now, yesterday, today</i>. • Sequence events in the order in which they happened. • Explore and talk about objects and artefacts from the past. • Know about popular traditions and customs, often linked to food and celebrations such as Christmas, Easter and Chinese New Year. • Read and recall a range of traditional stories and fairy tales and know that these were written long ago. • Begin to explore ways in which the world has changed, in terms of transport, technology etc.						
EYFS	Food	Favourite Stories	People Who Help Us	Transport	The Sea	Animals
Key knowledge	Season – Autumn Days of the week Day and Night Birthdays	Comparing past and present... clothes, transport, food, home using <i>'The Tiger Who Came to Tea'</i>	Season – Winter <i>'What the Ladybird Heard'</i> Comparing past and present... police cars, uniforms etc	Changes and developments in transport Sequencing	Season – Spring Life cycle of turtle Pirates	Season – Summer Lifecycles of butterflies and frogs
Key vocabulary	autumn day night days of the week celebrate	past present then now old new same different	past present then now old new same different job occupation	how why first then next finally vehicle transport	first then next finally compare change	first then next finally

History Curriculum Year 1

Year 1	Autumn 1 School Life	Spring 1 Mary Anning	Summer 1 The First Moon Landing
Key knowledge	Identify similarities and differences between schools in the past and our school today. eg. uniform, timetable, technology, discipline, meals Understand what school was like in Victorian times. Know who Queen Victoria was.	Look at artefacts and understand more about fossils. Name a range of dinosaurs. Know what a paleontologist is. Find out about Mary Anning and society's attitude to women.	Recall and sequence events relating to the first moon landing. Name the three astronauts, rocket and mission. Understand what an astronaut does. Retell key events relating to the first moon landing.
Key vocabulary	school education cane ink pen slate dunce hat classroom	dinosaur paleontologist fossil ammonite artefact Ichthyosaur	astronaut moon rocket space launch orbit solar system lunar module command module
Legacy	School for all	Dinosaurs lived in Britain	Ongoing space exploration
By the end of the year pupils will... • Begin to develop an awareness of the past, using words and phrases relating to the passing of time. • Begin to understand where people and events fit within a chronological framework. For example, Queen Victoria, Mary Anning • Begin to explore similarities and differences between ways of life in different periods. For example, farming. • Begin to ask and answer questions about historical events and artefacts. • Begin to use stories and other sources to explore historical events and significant people. • Begin to explore significant historical places in their own locality. For example, Christchurch Mansion • Begin to talk, draw or write about aspects of the past.			

History Curriculum Year 2

Year 2	Autumn 2 Mary Seacole and Florence Nightingale	Spring 2 The Great Fire of London	Summer 1 The History of Communication
Key knowledge	Hospitals improved because of changes introduced by Florence, including training, cleaning and spreading out patients. Different treatment of the two women due to their skin colour. Nursing became a respected profession. Why hospitals need to be clean. Cultural differences in their remedies.	When and where the fire started. How and why the fire spread. How the fire was fought. How the fire was stopped. How many people died. What happened after the fire. eg. rebuilding using stone	Changes to communication technology have happened gradually. Name a variety of historical forms of communication. Understand morse code and telegrams. Know the importance of the printing press. Study the evolution of the telephone.
Key vocabulary	hospital nurse infection wound hygiene remedy Crimean War	King Charles II Thomas Farriner bakery spark fire hook water squirter thatched timber frame diary Pepys Christopher Wren The Monument	telegram telegraph morse code rotary telephone printing press
Legacy	Improved hygiene in hospitals. Mary Seacole recognition now but not in the past	London's stone architecture. Improvements to the fire service.	Modern day communication
By the end of the year pupils will... • Develop an awareness of the past, using words and phrases relating to the passing of time. • Understand where people and events fit within a chronological framework. For example, Florence Nightingale • Explore similarities and differences between ways of life in different periods. • Ask and answer questions about historical events and artefacts. • Use stories and other sources to explore historical events and significant people. • Explore significant historical events globally. • Talk, draw and write about aspects of the past.			

Subjects in red link to the overall topic theme for that half term.

History Curriculum Year 3

Year 3	Autumn 2 Maya Civilization	Spring 1 Ancient Egypt	Summer 2 Stone Age to Iron Age
Key learning	The location of the Mayan Civilization. Communication using logograms. The importance of religions and gods. Mayan's were great inventors and builders.	The location of Egypt and the River Nile. The importance of the River Nile as a water source for farming and the transportation of goods. The process of mummification. The discovery of Tutankhamun's tomb. The use of hieroglyphics for writing.	Know the order of the three main periods of the Stone Age... Palaeolithic / Mesolithic / Neolithic Identify how life changed in Britain from the Stone Age to the Iron Age. An awareness of the theories as to how and why Stonehenge was built. Explore how tools developed from being made of stone to metal. To know that melting ice after the Ice Age changed the shape of Britain.
Key vocabulary	civilization codex Chichen Itza sacrifice worship	Pharaoh mummification ancient hieroglyphics pyramid	Palaeolithic Mesolithic Neolithic settlement prehistoric flint
Legacy	Early communication (writing using pictures)	Ancient landmarks (pyramids)	Construction of tools from natural materials
By the end of the year pupils will... - Continue to develop a sense of chronology, placing some historic periods on a timeline. - Make connections, note trends over time and use appropriate historical terms. For example, <i>civilization</i>, <i>artefacts</i>. - Begin to discuss historically valid questions. - Explore similarity, difference and significance in historical terms. For example, comparing Stone Age and Ice Age tools. - Begin to use and evaluate a range of historical sources, including artefacts, books and other sources. - Study an ancient civilization in some depth. For example, Ancient Egypt.			

History Curriculum Year 4

Year 4	Autumn 2 The Shang Dynasty	Spring 2 The Roman Invasion	Summer 2 Ipswich Through the Ages
Key learning	Place Shang Dynasty in time. Identify where it was in the world. Kings and hierarchy. The tomb of Fu Hao Chinese writing and oracle bones.	The spread of the Roman Empire and the invasion of Britain. The impact the Roman road system had in Britain. How the invasion affected tribes Boudicca Roman baths	History of St Matthew's School. History of St Matthew's Church. Ipswich Town Football Club Bobby Robson Thomas Wolsey
Key vocabulary	Emperor ancient dynasty oracle bones tomb	invasion rebellion empire Celts Iceni	Church Portman Road Stadium Bobby Robson Thomas Wolsey
Legacy	First written records and artefacts	Roads, numerals and baths	ITFC Church Thomas Wolsey
By the end of the year pupils will... - Continue to develop a sense of chronology, placing some historic periods on a timeline. - Make connections, note trends over time and use appropriate historical terms. For example, <i>tradition. invasion.</i> - Begin to discuss historically valid questions. For example, <i>which sources could be used to research the life of Thomas Wolsey?</i> - Explore similarity, difference and significance in historical terms. - Begin to use and evaluate a range of historical sources, including artefacts, books and other sources. - Look in some depth at an area of British history (Roman Invasion) and local history (historic buildings).			

History Curriculum Year 5

Year 5	Autumn 1 Ancient Greece	Spring 1 Viking and Saxon Settlement	Summer 1 World War Two
Key knowledge	Place Ancient Greek civilization in time. Explore 'city states' and democracy through a comparison of Athens and Sparta. Use a range of sources to study Greek warfare. Belief systems in Ancient Greece. Compare daily life with the modern day. Impact of Ancient Greeks on modern day.	Know when Anglo Saxons and Vikings were active in Great Britain. Explore daily life and culture of the Anglo Saxons. What happened when Vikings invaded. How Britain changed following invasion. How and when Britain became unified. The relevance of 1016.	The war took place 1939-45. Understand the historical context of who was involved and why. The impact of the Blitz including bomb shelters, evacuation and air raids. Rationing. Know about VE Day and the implications for life after the war. The changing role of women.
Key vocabulary	democracy city states ancient invade trade	Danelaw culture invasion settlement unified	Blitz air raids evacuee rationing allies axis Commonwealth
Legacy	Government and democracy	Government and democracy	The changing face of Europe
By the end of the year pupils will... - Talk about chronology, noting key events on a timeline. For example, VE Day - Make connections, contrasts and note trends over time and use appropriate historical terms. For example, <i>settlement, technology and travel</i>. - Discuss and devise historically valid questions. - Explore similarity, difference and significance in historical terms. For example, the role of women. - Use and evaluate a range of historical sources, including artefacts, books and other sources. - Look in depth at an area of British history (World War Two) and world history (Ancient Greece).			

History Curriculum Year 6

Year 6	Autumn 2 The Industrial Revolution	Summer 2 Medieval Monarchs and Shakespeare
Key knowledge	Understand the main factors in the creation of the Industrial Revolution. Know how new forms of power were used, including steam, coal, water, electricity and gas. How child labour changed during the course of the Industrial Revolution (Factories Act, Lord Shaftsbury & Barnados) The effects of agricultural innovation such as crop rotation, machinery and selective breeding. Explore how trade and the Empire helped build the Industrial Revolution... cause and consequence.	1066 the Battle of Hastings - changing power of monarchs. Explore the death of Thomas Becket and the role of church and crown. Compare and contrast King Richard and King John. Who was the worst king? Role of France and crusades. Edward the Great, exploring law, parliament, rebels and freedom fighters in relation to Scotland, Wales and England. Henry VIII, reformation of the navy and Martin Luther. Elizabeth I – her role against the Spanish Armada and the change on the rule of succession. Know who Shakespeare was and his literary significance.
Key vocabulary	Empire labour industry poverty colony parliament agriculture crop rotation	monarch reign succession heir sovereign clergy parliament rebellion
Legacy	UK as an innovative hub in the world (technology)	Evolution of royal power / Magna Carta
By the end of the year pupils will... - Talk about chronology, noting key events on a timeline. - Make connections, contrasts and note trends over time and use appropriate historical terms. For example, <i>architecture, literature, exploration</i>. - Discuss and devise historically valid questions. - Explore similarity, difference and significance in historical terms. For example, industrialization. - Use and evaluate a range of historical sources, including artefacts, books and other sources.		