

# St Peter's VC Academy

# History Curriculum



**ST PETER'S**  
VC ACADEMY

# Intent



Through the study of history, we ignite children’s curiosity about the past. Our teaching of history will help pupils gain a secure, coherent knowledge and understanding of Britain and that of the wider world, enabling them to build respect, appreciation, and pride for their country.

History encourages our children to discover the truth of the past and to deepen their understanding of the present, which in turn will enable them to make informed and wise decisions for creating a better future. History helps children to find their place in the story of humankind.

We support children to develop critical thinking skills and disciplinary knowledge, as they delve into the rich variety of available sources, both primary and secondary. They learn to analyse and critique information and data, which encourages them to discern facts and reach conclusions matching evidence with the truth.

## At the end of Foundation at St Peter’s

Pupils will gain a secure understanding of what history is, looking at how they have changed over time and why.

Pupils will develop historical vocabulary and language. Furthermore, they will begin to explore wider history focusing on stories of important people to ensure a strong foundation of historical vocabulary and language. Together, these facilitate pupils to use and understand historical questioning.

## At the end of KS1 at St Peter’s

Pupils will become secure in the main stories of important individuals and how they developed and changed history. Pupils will also be able to begin to make comparisons with contrasting forms of government, class systems and civilisations which will provide a secure base context for KS2 learning. Pupils will be oriented in time / narrative and space to prepare them to access subsequent abstract work in Key Stage 2.

## At the end of KS2 at St Peter’s

Pupils will make links and comparisons through their understanding and exploration of a diverse selection of different periods across the ancient world. They will learn how to carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways. An accumulation of knowledge-rich curriculum means that pupils will be able to evaluate how ancient history has impacted society today.

# Implementation

All learning will start by revisiting prior substantive knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly



the subject-specific vocabulary, knowledge, and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Children will be supported to develop a mental timeline which provides an overview of what they are learning and supports its connections to what has been previously learned. They will be taught disciplinary knowledge. The how and why different historical accounts of the past are constructed and how this can enable children to develop their own understanding of the past.



Learning will be supported using knowledge organisers that provide children with substantive knowledge and support them to retain new facts and vocabulary in their long-term memory. The knowledge organisers will also be shared with parents on Seesaw, enabling them to support their child at home.



Field work is integral to the history curriculum and occurs regularly and with purpose: it enables formal learning to occur outside the classroom and immerses children in the key content of their learning, allowing them to think deeply and therefore make stronger memories.



Formal learning starts in EYFS: children begin to acquire a wide range of vocabulary and develop knowledge of their own life-story and family history. They begin to compare and contrast significant figures from the past through stories, texts and images.

SEN pupils are expected to access the same curriculum as others but teaching methods are adapted to meet individual needs. Approaches which benefit SEND children will also benefit the whole class.

## Impact

At St. Peter's our history curriculum is designed in such a way that children will gain knowledge and skills that build year on year. By taking part in regular class discussions and decision-making processes, children will not only know historical facts and key information about Britain and the wider world, but they will be able to talk confidently about their own learning journey and have a growing understanding of how to improve their own knowledge and understanding of history. The children are the centre of their learning.

1. Meet the end of key stage expectations outlined in the National curriculum for History.
2. To develop a curiosity and understanding of local history.
3. To build on skills and knowledge and make chronological links
4. To build respect, appreciation, and pride for their country and the wider world.
5. To understand the importance and relevance of primary and secondary sources.

## Cultural Capital

Enrichment is an essential part of the St Peter's History Curriculum which provides pupils with discrete time to focus and deepen their learning, they provide opportunities for new experiences as well as nurturing and developing a thirst for learning.

We use a multi-faceted approach to enrichment within history:

- Trips to the local historical sites and to museums.
- External visitors coming in to deliver history sessions.
- History showcases including museums, presentations, reenactments, etc

## Study Overview

	Autumn	Spring	Summer
FS2	<p>Children explore their historical understanding through: the structure and routine of the day, child led learning, the carefully planned learning environment and planned and sequenced, adult directed learning opportunities.</p> <p><b><i>Past and Present- What is my life story and how has it changed?</i></b></p> <p>Children will know about their own life story and how they have changed. Children will order pictures on a simple timeline.</p> <p><b><i>Past and Present- What are some similarities and differences about the past and now?</i></b></p> <p>Children will know some similarities and differences between things in the past and now. - Guy Fawkes – Life of a Famous Man (significant individual)</p> <p><b><i>Past and Present- What are some similarities and differences about local buildings in the past and now?</i></b></p> <p>Children will know similarities and differences between things in the past and now – different types of buildings and changes to local area. To know that some houses are old and some are new.</p> <p><b><i>Past and Present- What are some similarities and differences about transport in the past and now?</i></b></p>		

	<p>Children will talk about past and present events in their lives and what has been read to them (Transport focus). Children will explore different ways of travelling in the past.</p> <p><b><i>Past and Present- Who lives in a castle, now and in the past?</i></b></p> <p>Children will know about the past. Children will know about the past through settings, characters and events. Children will learn about our Royal Family. Children will know that King Charles is our King. Children will learn about Castles and visit Scarborough Castle.</p> <p>Blackbeard.</p>		
<b>Y1</b>	<p><b>Toys</b></p> <p>NC - Pupils should be taught changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Heroes from the Past - Grace Darling</b></p> <p>NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Dinosaurs- Mary Anning</b></p> <p>NC - Pupils should be taught events beyond living memory that are significant nationally or globally.</p>
<b>Y2</b>	<p><b>The Great Fire of London- Samuel Pepys</b></p> <p>NC - Pupils should be taught events beyond living memory that are significant nationally or globally.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Explorers - Captain Cook</b></p> <p>NC - Pupils should be taught about 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.</p> <p>Pupils should be taught significant historical events, people and places in their own locality.</p>	<p><b>Castles</b></p> <p>NC - Pupils should be taught significant historical events, people and places in their own locality.</p>
<b>Y3</b>	<p><b>Stone Age to Iron Age</b></p> <p>NC - Pupils should be taught changes in Britain</p>	<p><b>Railways</b></p> <p>NC - Pupils should be taught a study of an aspect</p>	<p><b>Scarborough Bombardment</b></p>

	from the Stone Age to the Iron Age.	or theme in British history that extends pupils' chronological knowledge beyond 1066.  Pupils should be taught a local history study.	<b>World War 1</b>  NC - Pupils should be taught a local history study.
<b>Y4</b>	<b>Roman Britain</b>  NC - Pupils should be taught the Roman Empire and its impact on Britain.	<b>Ancient Egypt</b>  NC - Pupils should be taught the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study.	<b>Anglo-Saxons</b>  NC - Pupils should be taught Britain's settlement by Anglo-Saxons and Scots.
<b>Y5</b>	<b>Vikings</b>  NC - Pupils should be taught the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  Pupils should be taught a local history study.	<b>Ancient Greece</b>  NC - Pupils should be taught Ancient Greece – a study of Greek life and achievements and their influence on the western world.	<b>Crime and Punishment</b>  NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
<b>Y6</b>	<b>Black History</b>  NC - non-European society that contrasts with British history and includes the example of Benin (West Africa) from 900-1300 AD.	<b>Mayan Civilisation</b>  NC - Pupils should be taught about a non-European society that provides contrasts with British history.	<b>Victorians</b>  NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

# Progression

EYFS

## Understanding the World

### ELG: Past and Present

Children at the expected level of development will:

- 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

### Development Matters



**3 and 4-year-olds will be learning to:**

**Examples of how to support this:**

Begin to make sense of their own life-story and family's history.

Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.



**Children in reception will be learning to:**

**Examples of how to support this:**

Compare and contrast characters from stories, including figures from the past.

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.

Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

**Photographs of themselves as babies- order on a time line**

**Visit from the fire brigade**

**Virtual pirate**

**Trip on the local pirate ship**

**Visit the North Bay**

**Visit Scarborough Castle**

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological Understanding</b>	<p>Recognise the distinction between past and present (within the context of their life).</p> <p>Order and sequence some familiar events and objects.</p> <p>Identify some similarities and</p>	<p>Order and sequence events and objects – closer in time using a reference book.</p> <p>Recognise that their own lives are similar and/or different from the lives of people in the past.</p> <p>Use common words</p>	<p>Use some dates and historical terms when sequencing events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Explore trends and</p>	<p>Use dates and historical terms when ordering events and objects on a timeline.</p> <p>Identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and</p>	<p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p>	<p>Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p>



	<p>differences between ways of life at different times.</p> <p>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</p>	<p>and phrases concerned with the passing of time.</p>	<p>changes over time – using a timeline.</p>	<p>across different periods of time.</p> <p>Understand and use more complex historical terms – e.g – BC/AD</p>	<p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p>	<p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</p>
<p><b>Events, People and Changes</b></p>	<p>Retell some events from beyond their living memory which are significant nationally or globally.</p> <p>Describe some changes within their living memory (including aspects of national life where appropriate).</p>	<p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Develop awareness of significant historical events, people and places in their own locality.</p> <p>Understand why events happened and what happened as a result.</p>	<p>Describe and give reasons for some historical changes.</p> <p>Find out and compare everyday lives and how that contrasts to our lives today.</p> <p>Demonstrate knowledge of aspects of history significant in their locality</p>	<p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</p> <p>Demonstrate knowledge of an aspect or theme in history that extends their chronological knowledge beyond 1066.</p>	<p>Describe key aspects of a non-European society such as the early Islamic civilisation.</p> <p>Study different aspects of different people – e.g. differences between men and women in a historical context.</p> <p>Examine causes and results of great events and the impact of these.</p> <p>Compare life in the early and late stages of</p>	<p>Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions.</p> <p>Know key dates, people and times studied.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Demonstrate knowledge of an aspect or theme in British history that extends their</p>

				Offer a reasonable explanation for some events.	'times' studied.	chronological knowledge beyond 1066.
<b>Interpretation, Enquiry and Using Sources</b>	<p>Make simple observations about different people, events, beliefs and communities.</p> <p>Use sources to answer and ask simple questions about the past.</p> <p>Identify some of the basic ways in which the past can be represented.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p>	<p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Use sources to address historically valid questions</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Recognise that different versions of past events may exist.</p> <p>Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc.</p>	<p>Use sources to address historically valid questions and hypotheses.</p> <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Recognise why some events happened and what happened as a result.</p> <p>Identify historically significant people and events in different situations.</p>	<p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Evaluate Primary and Secondary sources and make simple inferences.</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p>	<p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p> <p>Bring knowledge gathered from several sources together into a coherent account.</p>
<b>Communication</b>	<p>Describe special or significant events.</p> <p>Retell simple stories</p>	<p>Talk about what/who was significant in simple historical accounts.</p>	<p>Discuss some historical events, issues, connections and changes.</p>	<p>Discuss significant aspects of, and connections between, different historical events.</p>	<p>Discuss and debate historical issues.</p> <p>Use appropriate vocabulary when</p>	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical</p>

	<p>or events from the past using simple Historical vocabulary.</p> <p>Use simple historical terms.</p>	<p>Demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>Use a variety of simple historical terms and concepts.</p>	<p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p> <p>Distinguish difference between sources e.g compare different versions of the same event.</p>	<p>Select and organise relevant historical information to present in a range of ways.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology.</p>	<p>discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Compare accounts of events from different sources – fact or fiction.</p>	<p>issues.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate way of communicating different historical findings.</p>
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# Lesson Sequence

## Y1

### Study 1

#### Toys



### Study 2

#### Heroes from the past



### Study 3

#### Dinosaurs



- L1 - What is your favourite toy?
- L2 - Did your parents and grandparents play with the same toys as you?
- L3 - What were toys like in the past?
- L4 - What is similar and different about toys now and in the past?
- L5 - How have teddy bears changed over time?
- L6 - How am I making history?

- L1 - Who was Mary Seacole?
- L2 - How has nursing changed since the time of Mary Seacole?
- L3 - What was the RNLI like in the past?
- L4 - How have lifeboats changed over time?
- L5 - Who was Grace Darling?

- L1 - What different dinosaurs lived on earth?
- L2 - How did dinosaurs evolve?
- L3 - Who was Mary Anning?
- L4 - The life and discoveries of Mary Anning
- L5 - How did the dinosaurs die out?

Local parishioner talked about his childhood and the toys he played with. He brought in a select on toys from his childhood.

Museum box of toys from the past.

Visit to the Rotunda museum to complete the dinosaur workshop.

Local palaeontologist visit school

## Y2

### Study 1

#### The Great Fire of London



### Study 2

#### Explorers - Captain Cook



### Study 3

#### Castles






- L1 - Where and how did the Great Fire of London start?
- L2 - Why did the fire spread so quickly?
- L3 - Who was Samuel Pepys?
- L4 - How did the fire of London end?

- L1- What is an explorer?
- L2- Who was Captain James Cook?
- L3- What was it like on board Captain Cook's vessel?
- L4 - Why and how do we remember Captain Cook?




- L1 - Who built the first castles in the UK?
- L2 - What were Medieval castles like? How were they defended?
- L3 - What were Medieval castles like? How were they attacked?
- L4 - Field Study - Helmsley Castle

<p>L5 - What are the events of the Great Fire of London?</p> <p>L6 - How have firefighting equipment changed over time?</p>	<p>L5 - Compare the famous explorer with Captain Cook.</p> <p>L6 - Field Study- exploring the Endeavour</p>	<p>Showcase- assembly</p> <p>L5 – Who lived in medieval castles?</p> <p>L6 - How were common people treated in Medieval times</p>
<p>Visit from the fire brigade</p>	<p>Field trip to Whitby to explore the Endeavor and visit the Captain Cook museum</p>	<p>Field study to Helmsley Castle</p>

## Y3




<b>Study 1</b> <b>Stone Age to Iron Age</b> 	<b>Study 2</b> <b>Railways</b> 	<b>Study 3</b> <b>Scarborough Bombardment</b> <b>World War I</b> 
<p>L1 - How long ago did prehistoric man live?</p> <p>L2 - What does Skara Brae tell us about life in the Stone Age?</p> <p>L3 - How was the Amesbury Archer?</p> <p>L4 - How did bronze change life in the Stone Age?</p> <p>L5 - How did trade change the Iron Age?</p> <p>L6 - What changed between the Stone Age and Iron Age?</p>	<p>L1 - How were the first trains and railways developed?</p> <p>L2 - Why and how did steam engines change over time?</p> <p>L3 - Why did the British railway network expand?</p> <p>L4 - How trains have changed the lives of people since 1830?</p> <p>L5 - How did the underground change the lives of Londoners?</p> <p>L6 - How has technology changed railways?</p>	<p>L1 - Why, when and where did World War 1 start?</p> <p>L2 - What role did the British Empire play in World War 1?</p> <p>L3 - What happened during the Scarborough Bombardment?</p> <p>L4 - Who was Walter Tull and what was his role in World war 1?</p> <p>L5 - How were soldiers recruited in World War 1?</p> <p>L6- What was life like in a World War 1 trench?</p>
Stone Age workshop at the Rotunda Museum		WW1 and Scarborough Bombardment workshop at the Rotunda Museum

## Y4




<b>Study 1</b> <b>Roman Britain</b> 	<b>Study 2</b> <b>Overview of ancient civilisations</b> <b>Ancient Egypt- in depth study</b> 	<b>Study 3</b> <b>Anglo-Saxons and Scots</b> 
<p>L1 - Why did the Romans invade and settle in Britain?</p> <p>L2 - How did Britons respond to the Roman invasion?</p> <p>L3 - Why was the Roman army so successful?</p> <p>L4 - What do artefacts tell us about life in Roman times?</p>	<p>L1 - An overview of Ancient Sumer, Indus Valley and Shang Dynasty</p> <p>L2- Who were the Ancient Egyptians and how did they live?</p> <p>L3 - What was the importance of Gods and Goddesses in the daily lives of the Ancient Egyptians?</p> <p>L4 - What was life like in Ancient Egypt?</p>	<p>L1 - Who were the Anglo-Saxons?</p> <p>L2 - How did the Anglo-Saxons settle in Britain?</p> <p>L3 - What does Sutton Hoo and other artefacts tell us about Anglo-Saxon life?</p> <p>L4 - How did Christianity arrive in Anglo-Saxon England?</p>

<p>L5 - How did the Romans change modern Britain?</p>	<p>L5 - Who was Tutankhamen and how do we know so much about him?</p> <p>L6 - What was mummification?</p>	<p>L5 - Was King Alfred really great?</p> <p>L6 - How did Anglo-Saxon rule end?</p>
<p>Artefacts from the local museum</p> <p>Visit to a local Roman Villa site</p>		

## Y5

<b>Study 1</b> <b>Vikings</b>	<b>Study 2</b> <b>Ancient Greece</b>	<b>Study 3</b> <b>Crime and Punishment</b>
		
<p>L1 - Where was the first Viking invasion?</p> <p>L2 - Why did the Vikings settle in Britain?</p> <p>L3 - Who was Edward the Confessor?</p> <p>L4 - What was life like for Vikings in Britain?</p> <p>L5 - What did the Vikings believe?</p> <p>L6 - Field Study - Jorvik Viking Centre</p>	<p>L1 - Who were the Greeks and when did they live?</p> <p>L2 - What did the Greeks believe?</p> <p>L3 - How was Ancient Greece governed?</p> <p>L4 - Did the Ancient Greeks give us democracy?</p> <p>L5 - How do Greek philosophers influence us today?</p> <p>L6 - What did the Greeks do for us?</p>	<p>L1 - What did the Romans believe about crime and punishment?</p> <p>L2 - How were people punished during Tudor times?</p> <p>L3 - Who was the Highwayman?</p> <p>L4 - What was a Victorian prison like?</p> <p>L5 - What are modern methods for crime detection and punishment?</p> <p>L6 - How does the history of crime and punishment compare to today?</p>

## Y6

<b>Study 1</b> <b>Black History</b>	<b>Study 2</b> <b>Mayan Civilisation</b>	<b>Study 3</b> <b>Victorians</b>
		
<p>L1 - What is slavery and how did it benefit Britain?</p> <p>L2 - What was the Transatlantic Slave Trade?</p> <p>L3 - How did the views of abolitionists differ to those who opposed it?</p> <p>L4 - Who was Martin Luther King?</p> <p>L5 - What is the Windrush generation?</p> <p>L6 - How did Nelson Mandela fight against apartheid?</p>	<p>L1 - How do we know so much about Maya Civilisation?</p> <p>L2 - When and where did the Maya live?</p> <p>L3 - What can we learn from how the Maya farmed?</p> <p>L4 - What have the Maya taught us today?</p> <p>L5 - What did Maya believe?</p>	<p>L1 - Who was Queen Victoria?</p> <p>L2 - What was school like in Victorian times?</p> <p>L3 - What happens in a workhouse?</p> <p>L4 - What was life like for the rich and the poor?</p> <p>L5 - What was the industrial revolution?</p> <p>L6 - What was Scarborough like in the Victorian era?</p>



## **Black History Month 2023- 'Saluting Our Sisters'**

EYFS-Rosa Parks, American civil rights activist

Year 1-Bessie Coleman, African- American civil aviator

Year 2- Ruby Bridges, American civil rights activist

Year 3 Mae Jemison, first African-American astronaut and Floella Benjamin, Trinidadian-British actress, singer, presenter, author and politician.

Year 4--Katherine Johnson, mathematician and Emma Clarke, first black female professional footballer

Year 5-Maya Angelou, composer, poet, writer and civil rights activist and Misty Copeland, American ballet dancer

Year 6-Mary Prince, first black woman to publish an autobiography of her experience as a slave and Michelle Obama, American attorney and author