







St. Andrew's CEP School

Growing in Faith, Hope and Love



St. Andrew's Primary School –History Curriculum

Purpose of Study	A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to <u>ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</u> . History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.					
Aims	<ul style="list-style-type: none">• To 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• To 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• To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'• To 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• To 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• To 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 timescales.					
Curriculum Design	The St. Andrew's History Curriculum explicitly sets out the substantive and disciplinary knowledge children will learn in each lesson to ensure there is clear interplay between the types of knowledge. To support schema development, lessons are sequenced to build on prior learning with each lesson having clearly defined knowledge to revisit. The St. Andrew's History Curriculum has been designed accounting for chronology. In EYFS, children begin by learning about events in their own memory. Children in KS1 then go on to learn about events in the most recent time periods in history. When children move into KS2, they start by learning about the events set out in the National curriculum that happened the longest time ago and then cover these in chronological order from Y3-Y6. The topics chosen for each year group give children the opportunity to learn about events that happened at similar times in history but in different parts of the world. The curriculum has key themes that run throughout, these include: invasion, settlements, change, empire and the royals.					
Personal development links						
	RESPECT	SMSC	Rights respecting	British Values	Scarf	Trips and visits

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Topic Overview by Year Group

	HT1	HT2	HT3	HT4	HT5	HT6
Reception	All about me (chronological life cycle)	Celebrations (Guy Fawkes)	Transport (past and present transport)		Discovering UK Wilmslow over time Queen	Explorers Lives of significant explorers Christopher Columbus (People and communities)
Year 1	Lives of significant individuals- Lowry		Queen Victoria (Short study)		Lives of significant individuals Rosa Parks	
Year 2	Events beyond living memory- The Great Fire of London		Gun powder plot and parliament (Short Study)		Historical events and places within their own locality- Quarry Bank Mill	
Year 3	Changes in Britain from Stone age- Iron age		Overview study of Ancient Civilisations (Short study)		Achievements of the earliest civilizations- Ancient Egypt	
Year 4	Romans		The Lindow Man (Short study)		Ancient Greece A study of an aspect or theme of British history that extends pupils' knowledge beyond 100 – legacy of Ancient Greek culture (art) on later periods in British history.	
Year 5	Britain's settlement by Anglo Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. (Short study)		A non- European society that contrasts with British history- Mayans	
Year 6	Local history study – Victorians/ Styal Mill/ Industrial Revolution					

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Types of Knowledge

	Chronological understanding and ordering of events, people and objects.
	Cause and consequence-where one event is the cause of another
	Continuity and change-not all things change overtime, some things last across long periods of history.
	Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.
	Significance-caused an important change.
	Interpretations- understand how historians and others form opinions about events, people and situations.
	Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.
	Substantive knowledge

Key Themes

Religion Change Invasion Settlements
 Royals, Rulers & Empire Local History

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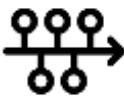




Year 6						
Year 6 HT1 - Local history study (Victorians/Industrial Revolution)						
	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enrichments
Revisit of prior knowledge		Children retrieve the changes that occurred during the Victorian Era.	Children compare the life of rich and poor children during the Victorian Era.		Children explain what the Industrial Revolution was and why it happened. Children retrieve the changes made to transport and explain why.	<u>Careers</u> Jobs within medicine Textiles designers Nutritionist .
Lesson sequence	Introduction to the Victorian Era. Add the era onto a working timeline- add to Quarry Bank Mill and Lowry Why is the Victorian era so important? Why was it called the Victorian Era? Who was Queen Victoria? Children find out about Queen Victoria and her reign over Britain. Explore why she was key in British history.	The children will explore life in Victorian Britain and what it was like for normal families.	What was the Industrial revolution?	Trip- Museum of Science and Industry	Explore of impact on transport due to the industrial revolution.	

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Knowledge				
Substantive knowledge		Disciplinary Knowledge		
Personal Development		Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations.	How the children will develop this knowledge.	
1	    <p>Quarry Bank mill was built in 1784 and was owned by Samuel Greg.</p> <p>Lowry was born in Stretford, Manchester 1887. He painted the city and working class people.</p> <p>The Victorian Era was 1837-1901.</p> <p>During this time, there were huge changes in transport, factories, education and social/medical care.</p> <p>She was the longest reigning monarch in British history.</p> <p>She was married to Prince Albert. They had 9 children.</p> <p>She wore black clothes for the rest of her life after her husband died at 42.</p> <p>Queen Victoria was Queen for 63 years.</p> <p>She died at 81 years old.</p> <p>She was an empress and ruled South Africa, India, Australia, Canada and Jamaica.</p> <p>400 million people called her queen.</p>	<p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Significance-caused an important change</p>   	<p>The children will create a working timeline with time period that have been learnt- Lowry, Samuel Greg and Quarry Bank Mill. The will retrieve knowledge they remember about these two men.</p> <p>The children will add the Victorian Era to their working timelines from 1837-1901. They will use research and source to find out about Queen Victoria, who she was and about her reign. They will add this and her life events to their timeline.</p> <p>The children will research and use source to find out what life was like during the Victorian Era and how it had started to change.</p> <p>They will discover artists, writers, and poets flourished, many social, religious, and political movements started, and there was a move on border expansion and political reforms.</p> <p>For the first time in Britain's history, no major epidemic occurred, thanks to the improvement of health and environmental standards, and the discoveries and advancements made in nutrition and medicine.</p> <p>Inventions at the time also helped make life easier. The Victorians were greatly impressed by the developing science and technology found in such discoveries as the steam-powered engine and telephone.</p> <p>As a result, railways helped make travel easier; telephones made long-distance communication better; improved sanitation techniques turned filthy streets into clean roads, and incandescent glass mantles brightened everyone's lives.</p> <p>Look at artwork and sources to interpret how people felt about Queen Victoria and why.</p>	

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		<p>She was 18 when she became queen.</p> <p>When she became queen, the country were against the monarchy and wanted a republic. She became involved with charities, the arts and civic reform.</p> <p>She was a liked Queen because she was involved with the arts, social movement, she encouraged the improvement of health care and she was the monarch when transport was improving and Britain was changing.</p> <p>She was known for her willpower.</p>		
2	    	<p>Schools were for the rich. Children of the wealthy would go to fee paying schools where they would learn classical subjects such as Latin and Greek and study classical history.</p> <p>Most children never went to school and struggled to read or write.</p> <p>Children from rich families were typically taught at home by governess until the age of 10 years old.</p> <p>Poor children still went to work.</p>	<p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p>Cause and consequence-where one event is the cause of another</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p><u>Children were treated differently in the past compared to today. Laws are in place to protect children.</u></p>	<p>The children will use sources and evidence to find out what life was like for people during the Victorian Era. They will focus on the children and what their daily lives were like. They will explore what was expected of the children in school, work, and home life and how these have changed compared to today. The children will use sources to find out that schools were very strict and teachers would use a cane to discipline them. If a child wasn't working hard enough or couldn't keep up with the teacher they would be given a dunce hat and made to sit in the corner. Wealthy boys from the age of 10 would then go to Public schools but girls continued to be educated at home. This changed in 1870 when a law was made that all children rich and poor could go to school.</p> <p>The children will find out that poorer children still went to work because they needed to support their families with their parents. They will find out that the health of children during the Victorian Era was poor with diseases such as measles, scarlet fever and cholera and look at artefacts from the time that discuss this.</p> <p>Oracy Activity – Talking Point</p>

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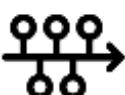
















		<p>Children's health was not good because of diseases.</p> <p>In 1870 the Education Act meant all children could attend school</p>		Life for Victorian children wasn't great.
3		<p>The Industrial Revolution marked a period of development in the latter half of the 18th century that transformed largely rural, agrarian societies in Europe and America into industrialized, urban ones.</p> <p>Instead of people or animals, some industries began using water and wind as sources of energy.</p> <p>New machines were invented that could work much faster and on a bigger scale than human hands.</p>	<p>Chronological understanding and ordering of events, people and objects.</p> <p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Significance-caused an important change</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences</p> <p>Cause and consequence-where one event is the cause of another</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p>	<p>The children will use sources and evidence to find out about what the Industrial Revolution was. They will add the period to their working timeline to show how it ran across different periods of time. They will use sources to find out what the key change were-</p> <p>People started using coal for fuel instead of wood or peat. Coal gave out more heat and allowed better quality iron and steel to be made.</p> <p>Coal was also used to heat water to make steam for the newly invented steam engine.</p> <p>Oil and natural gas were used for heating and lighting.</p> <p>The spinning jenny and power loom allowed the textile industries to grow.</p> <p>The steam engine could provide more energy for large factories.</p> <p>Before the Industrial Revolution craftspeople made things in their own homes or in small workshops. The new factory system meant people had to go to a place of work where they would work for a shift.</p> <p>Britain lead the Industrial Revolution because the climate was good for textile production. There were plenty of natural</p>

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			      	<p>resources like iron and coal. Begin separated from the European continent kept England out of wars.</p> <p>Factories and industries needed more raw materials and made more products. These all needed to be transported.</p> <p>They will look at artwork and sources to interpret how people felt about the changes the Industrial revolution brought. The children will compare how people's lives were before, during and after the Industrial revolution. Look at sources, newspapers etc to explore.</p>
4	    			<p>The children will visit The Museum of Science and Industry and their exhibition on Manchester during the Industrial Revolution. They will find out about the important people (Joseph Whitworth/Richard Arkwright) and their involvement in the development of Manchester. They will also visit the steam train and warehouse.</p>
5	<p>v</p>   	<p>Transport changed during the Industrial Revolution.</p> <p>Transport needed to be quicker and be able to travel further.</p> <p>Between 1845 and 1900, £3 billion was spent on the construction of Britain's railway network.</p>	<p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p>Significance-caused an important change</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Cause and consequence-where one event is the cause of another</p>	<p>The children will look at images to match and show the difference in transport due to the Industrial revolution. They will explore how and why transport needed to change and the impact of these changes. They will explore how these changes are still relevant today and if so why.</p> <p>They will look at-Horse-drawn transport was not fast enough and could not cope with the amount of freight that needed to be moved.</p>

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		Canals were used to transport large amounts of goods.	<p><u>A change in society causes other areas to change.</u></p> 	<p>Canals were introduced to deal with this issue. Canal boats could move large volumes of goods.</p> <p>Roads were improved, especially with the introduction of macadamised road surfaces that were stronger and smoother.</p> <p>Later, the invention of the steam train and railway made travel and transport much quicker, more reliable and better able to carry heavy loads.</p> <p>The steam locomotive and railways meant that travel was quicker and people, raw materials and goods could be transported more easily.</p> <p><u>Oracy Activity – Talking Point</u> The Industrial Revolution improved life in Britain.</p>