

History



St Joseph's Catholic Primary School, a Voluntary Academy, Langwith Junction

Nursery Curriculum Intent

Understanding the World

Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God's world. Exploring and observing the world through people, places and technology.

Past and Present

ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

3 & 4 year olds

Advent

- To know their own life-story.
- To know their own family's history.

Lent

- To know how to talk about significant events in my own experience.

Pentecost

- To know how to talk and remembers about significant events in my own experience.

People, Culture, and communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communicates in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

3 & 4 year olds

Advent

Lent

Pentecost

<ul style="list-style-type: none"> • To know own immediate family and relations. • To know how to show an interest in different occupations and ways of life. (starting to) • To know that my new friends have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • To know how to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea in pretend play. • To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • To know how to show interest in the lives of people who are familiar to me. • To know how to develop positive attitudes about the differences between people. • To know how to recognise and describe special times or events for family or friends.
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The natural world

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawings on their experiences and what has been read in class, understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> • To know how to play with small-world models such as a farm, a garage or a train track. • To know about and notices features of objects in the environment • To know how to use all their senses in hands-on exploration of natural materials. • To know to show care and concern for living things and the environment • To know about and understands the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> • To know how to explore collections of materials with similar and/or different properties. • To know that they need to respect and care for the natural environment and all living things. (starting to). • To know how to talk about what they see, using a wide vocabulary. • To know how to talk about the differences between materials and changes they notice. • To know how to talk about why things happen and how things work. 	<ul style="list-style-type: none"> • To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world. • To know about and understands the key features of the life cycle of a plant and an animal. • To know about and is developing an understanding of growth, decay and changes over time. • To know how to plant seeds and care for growing plants. • To know how to explore and talk about different forces they can feel.

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| | <ul style="list-style-type: none">• To know how to talk about some of the things I have observed such as plants, animals, natural and found objects. | |
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Reception Curriculum Intent

Understanding the World

Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God's world. Exploring and observing the world through people, places and technology.

Past and Present

ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

Advent

- To know how to talk and remember about significant events in own experience.
- To know that some places are special to members of their community.
- To know how to compare and contrast characters from stories, including figures from the past.
- To know how to comment on images of familiar situations in the past.

Lent

- To know how to recognise and describe special times or events for family or friends.

Pentecost

ELG Past and Present

- To know how to talk about the lives of the people around them and their roles in society
- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- To know how to understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture, and communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

Advent

Lent

Pentecost

<ul style="list-style-type: none"> • To know how to show interest in the lives of people who are familiar to them. • To know how to talk about members of their immediate family and community. • To know how to name and describe people who are familiar to them • To know how to show an interest in different occupations and ways of life (starting to) • To know how to draw information from a simple map. 	<ul style="list-style-type: none"> • To know how to recognise that people have different beliefs and celebrate special times in different ways. • To know how to recognise some similarities and differences between life in this country and life in other countries. • To know how to show an interest in different occupations and ways of life. 	<p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • To know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • To know how to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
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The natural world

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawings on their experiences and what has been read in class, understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Advent	Lent	Pentecost
<ul style="list-style-type: none"> • To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world. • To know how to talk about some of the things I have observed such as plants, animals, natural and found objects. • To know about growth, decay and changes over time (developing understanding). • To know how to show care and concern for living things and the environment 	<ul style="list-style-type: none"> • To know how to talk about why things happen and how things work. • To know how to describe what they see, hear and feel whilst outside. • To know how to recognise some environments that are different to the one in which they live. • To know and understand the effect of changing seasons on the natural world around them. 	<p>ELG: The Natural World</p> <ul style="list-style-type: none"> • To know how to explore the natural world around them, making observations and drawing pictures of animals and plants • To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • To know how to understand some important processes and changes in the natural world

<ul style="list-style-type: none">• To know how to explore the natural world around them.	<ul style="list-style-type: none">• To know how to explore the natural world around them, making observations	around them, including the seasons and changing states of matter.
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Y1 History Curriculum Intent

Advent Children will know how to:	Lent Children will know how to:	Pentecost Children will know how to:
<p>Florence Nightingale</p> <ul style="list-style-type: none"> • Know who Florence Nightingale was. • Know why Florence Nightingale is a significant person who contributed to achievements within medicine. • Know the historical significance of medicine 200 years ago. • Know how Florence Nightingale influenced the nursing profession through her innovations. • Use historical sources to gather information about the past. 	<p>The history of flight</p> <ul style="list-style-type: none"> • Know different types of travel (car, aeroplane, bus, boat, bike, train) • Know that the first form of flight was by hot air balloon • Know that the Wright Brothers invented the first aeroplanes • Know that Amelia Earhart contributed to international achievement in the past. • Recognise similarities and differences in modern aeroplanes to the original aeroplanes • Know that Neil Armstrong was the first person who landed on the moon contributing to international achievements in the past. • Know that Mae Carol Jemison was the first female black astronaut in space and the historical significance of this achievement. • Have a chronological understanding of how air travel has changed over time. 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Understand the importance of the lives of significant people in the past (Samuel Pepys role in the Great Fire of London) • Describe and sequence significant historical events (The Great Fire of London) • Understand the importance of the lives of significant people in the past (Samuel Pepys role in the Great Fire of London) • Know how people survived the Great Fire of London • Know how to compare the changes beyond living memory (differences and similarities of firefighters during the Great Fire of London to modern day) • Know how to compare the changes beyond living memory (differences and similarities of housing materials during the Great Fire of London to modern day) • Order significant historical events that relate to the history of the Great Fire of London.

Vocabulary

Florence Nightingale, nursing, patients, hospital, medicine, training, infections, hospital, disease

Vocabulary

Travel, car, aeroplane, bus, boat, bike, train, flight, hot air balloon, Wright Brothers, inventors, Amelia Earhart, Neil Armstrong, Moon landing

Vocabulary

The Great Fire of London, Samuel Pepys, differences, similarities, modern day, firefighters

Year 2 History Curriculum Intent

Advent Children will know how to:	Lent Children will know how to:	Pentecost Children will know how to:
<p>Street Detectives</p> <ul style="list-style-type: none"> • Know the similarities and differences of houses in the past. • Know the similarities and differences in the lifestyles of people in the past. • Know what shops were like in the past using picture sources and how it has changed over time. • Know about the similarities and differences of our school in the past. • Know about significant historical events in our locality Shirebrook Colliery. Including why it opened, who opened it, how it impacted on the local area and when it closed. • Know about the model village and how it has changed over time using sources. • Know about the chronology of important events in the history of our local area using a timeline. 	<p>Land Ahoy</p> <ul style="list-style-type: none"> • Know the historical significance of explorers. • Know about the historical significance of Idn Battuta. • Know about the life a significant explorer James Cook. • Know about the historical significance of James Cook and his contribution to international achievement. • Know about the life of a significant explorer Matthew Henson. • Know about the historical significance of the explorer Matthew Henson and his contribution to international achievement. • Know about the life of the famous navigator Ellen MacArthur. • Know how to use a timeline to recognise the chronology of explorers. 	<p>Beachcombers</p> <ul style="list-style-type: none"> • Know how to plot when important events happen on a timeline. • Know what life is like at the beach today. • Know what travelling on holidays was like in the past and understand how they have changed using sources. • Know what beaches were like in the past and understand how they have changed using sources. • Know how Victorians used beaches understand how they have changed using sources. • Know what activities were available at the beach in the past and understand how they have changed. • Know the historical significance of how lighthouses have changed over time. • Know about the life of a significant individual - Grace Darling.

<p>Vocabulary house, shops, colliery, model village, chronology, coal mine, old, modern, shopping, school, education, mining</p>	<p>Vocabulary journey, explorers, exploration, discoveries, Ibn Battuta, Morocco, James Cook, navigator, voyages, healthy, North Pole, New Zealand, Ellen MacArthur, Matthew Henson, sailor, chronology.</p>	<p>Vocabulary beach, travelling, holiday, Victorians, activities, lighthouses, Grace Darling, sea Beach, holiday, seaside, resorts, Victorians, activities, lighthouse, Grace Darling</p>
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Y3 History Curriculum Intent

Advent Term Children will know:	Lent Term Children will know:	Pentecost Term Children will know
<p>Tribal Tales</p> <ul style="list-style-type: none"> • Know what the Stone Age is using a secure chronological understanding. • Know the historical significance of where Stone Age people lived. • Know the historical significance of how Stone Age people obtained food. • Know the historical significance of the end of the Stone Age using historical sources. • Know the similarities and difference of how Stonehenge changed from Stone Age to the Bronze Age. • Know how to identify the similarities and difference between the Bronze Age. • Know how to identify the similarities and differences in Bronze Age homes. • Know how to identify the similarities and difference between the Iron Age. • Know how to identify the similarities and differences between Iron Age homes. 	<p>Gods and Mortals</p> <ul style="list-style-type: none"> • Know when the Greek empire was established using a chronologically secure understanding on a timeline. • Know about Ancient Greek homes using historical sources. • Know the similarities and differences of family life of the Ancient Greeks. • Know the historical significance of how the Ancient Greeks were educated. • Know the similarities and difference between the religious beliefs of the Ancient Greeks. • Know what the ancient Greek warfare was like using historical sources. • Know the similarities and differences between the culture of the Ancient Greeks. • Know how to make comparisons between the Ancient Greek Olympics and the Olympics today. • Know the historical significance of the inventions and achievements off the people of Ancient Greece. 	<p>Romans</p> <ul style="list-style-type: none"> • Know who lived in Britain before the Romans invaded and where they lived using historical sources. • Know about the lifestyle of the Celts using historical sources. • Know the historical significance of when the Romans invaded Britain. • Know the historical significance of why Romans invaded Britain. • Know the historical significance of Roman beliefs using sources. • Know about the Romanisation of Britain's town using historical sources. • Know about the Romanisation of Britain's homes using historical sources. • Know about the historical significance of the Romanisation of Britain's technology. • Know the chronology of Roman invasion and settlement in Britain on a timeline.

Vocabulary

Stone Age, Bronze Age, Iron Age, cave, hut/tepee, permanent dwellings, hunter, gatherer, Stonehenge, artefacts, hillfort, roundhouse, ditch, homes

Vocabulary

Ancient Greece, Greek empire, civilisation, homes, family, statues, architecture, education, school, religion, Gods, Goddess, warfare, culture, Olympics, inventions.

Vocabulary

Romans, Celts, Britain, invasion, lifestyle, settlements, beliefs, religion, Romanisation, homes, town, technology, chronology

Year 4 History Curriculum Intent		
Advent Children will know:	Lent Children will know:	Pentecost Children will know:
<p>Indus Valley</p> <ul style="list-style-type: none"> • Know who the Indus Valley Civilisation were and where they lived • Know where the Indus Valley Civilisation lived using historical sources. • Know about the life style of the Indus Valley Civilisation using historical sources. • Know about the beliefs of the Indus Valley Civilisation using historical sources. • Know some arts and crafts made by the Indus Valley Civilisation using historical sources. • Know about the early writings of the Indus Valley Civilisation using historical sources. • Know the historical significance of the end of the Indus Valley Civilisation. • Know the achievements of the Indus Valley Civilisation and how they impacted the world. 	<p>I am warrior</p> <ul style="list-style-type: none"> • Know the historical significance of the Anglo-Saxons who they were and why they came to Britain. • Know about the Anglo-Saxon settlements and Kingdoms in Britain using sources. • Know how Anglo-Saxon Britain was ruled using sources. • Know about the Anglo-Saxon's civilisation and their lifestyle using sources. • Know how to use sources to learn about Anglo-Saxon culture using sources. • Know about the religious beliefs and practices of the early Anglo-Saxon people. • Know the historical significance about the Christian conversion of the Anglo-Saxons. • Know the historical significance and impact of the Anglo-Saxons and how they influenced Britain's place names. 	<p>Traders and Raiders</p> <ul style="list-style-type: none"> • Know what Britain looked like before the Vikings using sources. • Know the historical significance of the Vikings who they were and why they came to Britain. • Know the historical significance of Viking raids and invasions in Britain. • Know about Viking warfare using historical sources. • Know the historical significance of Alfred the Great. • Know about the historical significance of Vikings beliefs and their impact on Anglo-Saxons. • Know about the similarities and differences of Viking society. • Know about Viking crime and punishment using historical sources.
<p>Vocabulary Ancient, civilisation, BC, river, archaeologist, excavate, artefacts, evidence, jewellery,</p>	<p>Vocabulary Anglo-Saxon, Britain, settlements, chief, king, farming, blacksmiths, musical, Pagan,</p>	<p>Vocabulary Britain, Anglo-Saxons, kingdoms, reign, Viking, Scandinavia, invaders, sailed, conquer, raid,</p>

fashion, invasion, Aryan people, monsoon, migration, immigration, writing, crafts	Christian, missionary, kingdoms, Church of England	Danelaw, chieftains, campaigns, pagan, Gods, mystical creatures, society, Norse, society
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Y5 History Curriculum Intent

Advent Children will know:	Lent Children will know:	Pentecost Children will know:
<p>Pharaohs</p> <ul style="list-style-type: none"> • Know that the Ancient Egyptians were an ancient civilisation using a chronological understanding of timelines and the past to know when they were established. • Know that Ancient Egyptians settled and lived around the River Nile using historical sources. • Know the similarities and differences in the Ancient Egyptians beliefs. • Know the historical significance of pyramids for the Egyptians and its impact on their belief in the afterlife. • Know how Ancient Egypt was ruled by Pharaohs using sources. • Know the historical similarities and differences of Ancient Egyptian culture. • Know about the historical significance of Ancient Egypt's education. • Know the historical significance of the inventions of the Ancient Egyptians and how they impact life today. 	<p>Off with her head!</p> <ul style="list-style-type: none"> • Know members of the Tudor family tree and have a chronologically secure understanding. • Know the historical significance of Henry VIII marriages. • Know the historical significance of Henry's Great Matter. • Know the historical significance of Henry VIII declaring himself supreme lead of the Church of England. • Know the similarities and differences of life in the Tudor period. • Know the consequence of the death of Henry VIII using historical sources. • Know how Tudor England became a more progressive place with Elizabeth as Queen using historical sources. • Know the key events of Tudor England using a timeline to secure chronological understanding. 	<p>Firedamp and Davy Lamps</p> <ul style="list-style-type: none"> • Know the historical significance of why mines open and how they were used. • Know how the opening of coal mines impacted on the local area using historical sources. • Know what life was like for people living in Shirebrook after the Colliery opened using historical sources. • Know what it was like working in coal mines using historical sources. • Know how dangers in mines were overcome and the historical significance of Humphrey Davy helped reduce the risk of explosion • Know about the General Strike of 1884-85 using historical sources. • Know the historical significance of the coal crisis.

<ul style="list-style-type: none"> • Know the historical significance of the achievements of Ancient Egyptians and how this impacted life today. 		<ul style="list-style-type: none"> • Know when Shirebrook Colliery closed and the historical significance this has on the local area using sources.
<p>Vocabulary Civilisation, ancient, Nile, Egyptians, Africa, source, mummification, gods, afterlife, tomb, Gods, pyramids, ceremonial, Tutankhamun, revolution, pharaoh, hieroglyphics, invention</p>	<p>Vocabulary chronological, marriage, crowned, king, divorced, beheaded, heir, Pope, monasteries, nunneries, convents, hunting, jousting, reigned, monarch, Catholicism</p>	<p>Vocabulary coal, chronology, Industrial Revolution, colliery, industry, towns, thypoids, hygiene, coal shaft, fire damp, ventilation, trappers, expedition, privatisation, crisis, picketing</p>

Y6 History Curriculum Intent

Advent Children will know:	Lent Children will know:	Pentecost Children will know:
<p>Revolution</p> <ul style="list-style-type: none"> • Know about the Victorian period through having a chronologically secure understanding and know about the life of a significant historical figure Queen Victoria. • Know the similarities and differences between the lives of rich and poor children in Victorian times. • Know about the conditions people faced in the workhouse using historical sources. • Know about the impact of Robert Peel and Edmund Du Cane on Victorian crime and punishment. • Know about historical significance and the impact of the Industrial Revolution on Victorian society. • Know the historical significance of some created during the Victorian period and their impact on the world. • Know the historical significance of the Great Exhibition and its purpose. 	<p>A Child's War</p> <ul style="list-style-type: none"> • Know who the leaders of the Axis and Allied countries were during WWII and their historical significance. • Know the historical significance of the Blitz and the consequence on Britain. • Know who was evacuated and how this took place using sources. • Know about rationing and how this affected the lives of people in Britain using sources. • Know the similarities and difference of the lives of Jewish people during WWII. • Know the historical significance of the Holocaust and the changes it made to people's lives. • Know the chronology of key events of WWII using a timeline. • Know the consequences of WWII on Britain and the wider world using sources. 	<p>Hola Mexico!</p> <ul style="list-style-type: none"> • Know about the Mayan civilisation and its dates using a timeline. • Know the similarities and differences of Ancient Mayan cities using sources • Know the similarities and differences of Ancient Mayan society using sources • Know about the similarities and difference of Ancient Mayan beliefs using sources. • Know about the similarities and differences of Ancient Mayan achievements using sources. • Know the historical significance of what happened to the Mayans and some causes for their decline. • Know about the historical significance of the Day of the Dead. • Know about the Day of the Dead and how this is celebrated using sources.

<ul style="list-style-type: none"> • Know when some key events of the Victorian period took place having a secure chronological understanding. 		
<p>Vocabulary Victorian, period, Victoria, Albert, Empire, slums, workhouses, master, mistress, chimney sweep, Industrial Revolution, inventions, Great Exhibition, Crimean War, Suffragettes, Edmund Du Cane, Robert Peel, John Barnado, Ragged School, disease, reign, rich, poor, society, abolition, slavery, compulsory</p>	<p>Vocabulary WWII, treaties, National Socialism, WWI, Allies, Axis, Adolf Hitler, rationing, evacuation, Nazi Germany, persecution, propaganda, Enemies of the State, D Day, Blitz, Anne Frank, Oscar Schindler, United Nations, Holocaust, countryside</p>	<p>Vocabulary Mexico, Mexico City, Ciudad, Pueblo, Chihuahuan desert, Day of the Dead, Mayan, tradition, alters, pyramid, civilisation</p>