**Rationale**

Our History curriculum inspires in our pupils a curiosity to know more about the past. Through their learning in History, our pupils gain coherent knowledge of Britain’s past and that of the wider world. Our History curriculums equips our pupils to ask perceptive questions, think critically and consider a range of evidence when learning about the past. It enables our pupils to learn about the complexity of people’s lives, the process of change and the diversity of societies, alongside their own identity.

The aims of the History curriculum at Our Lady of the Wayside are:

* To develop our pupils’ knowledge of British history, from the earliest times to the present day
* To explore how Britain has influenced, and been influenced, by the wider world
* To develop our pupils’ knowledge of significant aspects of the history of the wider world
* To build our pupils’ skills as historians
* To enable our pupils to use historical vocabulary
* To provide opportunities to explore how history links to our pupils’ own lives.

**Curriculum Organisation**

In EYFS, History is taught holistically with knowledge, skills and outcomes woven into topics that have been developed systematically to ensure progression. Our children develop the foundations of history through our bespoke provision, where they are guided to make sense of the past and their present.

In KS1, our pupils learn about British and world history through six focused studies. In KS2, our pupils learn about British and world history through four in-depth studies and four focused studies.

Historical concepts and skills are developed progressively throughout each study.

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| **History: Knowledge Concepts** | | | | | | | |
| **Society**  *People, their daily lives and community* | **Legacy**  *Something that is handed down through time and is still relevant today* | | **Invasion**  *Taking over a place for power and resources* | | **Significant Events**  *Important historical events locally, nationally and globally* | | **Significant People**  *Important people from the past* |
| **History: Skills** | | | | | | | |
| **Developing and Understanding Chronology** | | **Using and Interpreting Historical Sources**  *Sources of evidence; historical interpretations* | | **Explaining Historical Reasons**  *Cause and consequence; historical significance* | | **Comparing and Contrasting**  *Similarities and differences; continuity and change* | |

**Whole School Long- Term Plan – History**

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| **History – EYFS** | | | |
| **Nursery** | **Marvellous Me**   * Starting Nursery * Me & my family | **It’s Christmas!**   * Traditions * Nativity |  |
| **Reception** | **All About Me**   * Going to school * Friends and family | **Out and About**   * Local area * Transport | **Amazing Animals**   * Dinosaurs |
| **On-Going** | **Let’s Celebrate!**   * Bonfire Night * Diwali * Christmas | **Let’s Celebrate!**   * Easter |  |

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| **History Studies – Key Stage 1** | | | | | | | | |
| **Year 1** | **School Days** | | | **Up, Up and Away** | | **Castle Life** | | |
| **NC References:**   * *Changes within living memory* | **Knowledge Concepts:**   * Society * Significant Events | | **NC References:**   * *Events beyond living memory that are significant nationally or globally* * *The lives of significant individuals in the past* | **Knowledge Concepts:**   * Legacy * Significant Events * Significant People | **NC Reference:**   * *Significant places in their own locality* | | **Knowledge Concepts:**   * Society * Significant Events |
| **Year 2** | **Wonderful Wheels** | | | **London’s Burning** | | **Bournville** | | |
| **NC Reference:**   * *Changes within living memory* | **Knowledge Concepts:**   * Society * Significant Events * Legacy | | **NC References:**   * *Events beyond living memory that are significant nationally or globally* * *The lives of significant individuals in the past* | **Knowledge Concepts:**   * Significant Events * Significant People * Legacy | **NC Reference:**   * *Significant places in their own locality* * *The lives of significant individuals in the past* | | **Knowledge Concepts:**   * Society * Legacy * Significant People |
| **History Studies – Key Stage 2** | | | | | | | | |
|  | **In-Depth Studies** | | | | **Focus Studies** | | | |
| **Year 3** | **Romans Rule** | | | | **Greek Gifts** | | | |
| **NC References:**   * *The Roman Empire and its impact on Britain* | | **Knowledge Concepts:**   * Society * Legacy * Invasion * Significant Events * Significant People | | **NC References:**   * *Ancient Greece – a study of Greek life and achievements and their influence on the western world* | | **Knowledge Concepts:**   * Society * Legacy | |
| **Year 4** | **Full Steam Ahead** | | | | **Saxon Settlers** | | | |
| **NC References:**   * *A local study – a study of an aspect of history … from a period beyond 1066 that is significant in the locality: The Industrial Revolution* | | **Knowledge Concepts:**   * Society * Legacy * Significant Events * Significant People | | **NC References:**   * *Britain’s settlement by Anglo-Saxons* | | **Knowledge Concepts:**   * Society * Invasion * Legacy | |
| **Year 5** | **Enter the Tomb** | | | | **The Round City of Baghdad** | | | |
| **NC References:**   * *A depth study of Ancient Egypt* | | **Knowledge Concepts:**   * Society * Legacy * Significant People | | **NC References:**   * *A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD900* | | **Knowledge Concepts:**   * Society * Legacy * Significant People | |
| **Year 6** | **Blitzed Brits** | | | | **The Windrush Generation** | | | |
| **NC References:**   * *A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066: Britain in World War II* | | **Knowledge Concepts:**   * Society * Legacy * Invasion * Significant Events * Significant People | | **NC References:**   * *A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066: Empire Windrush* | | **Knowledge Concepts:**   * Society * Legacy * Significant Events * Significant People | |