



'God's love shines through us by the work of our hands'

let your light shine before others, so that they may see your good works and give glory to your Father in heaven.
(Matt. 5:14-16)

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

History

Intent:

Our History curriculum is designed to stimulate the children's interest and understanding of Britain's past and that of the wider world. The children learn a sense of chronology exploring the lives of significant individuals and their achievements. They develop an understanding of how events in the past have influenced our lives today.

Implementation:

History is taught over a 2-year cycle, so that children can achieve depth in their learning. Each cycle ensures key knowledge and skills are built on progressively and that children develop skills systematically. The History provision is also well resourced with resources mapped to specific year groups and topics to support effective teaching and learning. Our curriculum ensures that the planned activities in history always build upon the children's prior learning and prepares them for the next stage of learning. Children also have the opportunity to use a wide range of materials and resources, including

ICT. We ensure that history is enquiry based which allows the children to investigate, problem solve and analyse. We also incorporate school trips which supplement and strength the learning experience for the children.

Impact:

Outcomes in progress books evidence a broad and balanced history curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage. As children progress throughout the school, they develop a deeper understanding of how events in the past have influenced our lives today. This ensures that they are well prepared for the next steps of their education.

Long Term Planning

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1-Reception	<p>Communication and Language Understand how to listen carefully and why listening is important. Learn new vocabulary.</p> <p>Personal, Social and Emotional Development Build constructive and respectful relationships</p>	<p>Communication and Language Ask questions to find out more and to check they understand what has been said to them.</p> <p>Personal, Social and Emotional Development See themselves as a valuable individual.</p> <p>Mathematics Begin to describe a sequence of events, real or fictional, using words such as <i>first, then, next</i></p>	<p>Communication and Language Articulate their ideas and thoughts into well-formed sentences.</p> <p>Personal, Social and Emotional Development Think about the perspective of others.</p> <p>Understanding of the world+ Compare and contrast characters from stories, including figures from the past.</p>	<p>Understanding of the world Comment on images of familiar situations in the past. Understand the effect of the changing seasons on the natural world around them.</p>	<p>Early Learning Goals</p> <ul style="list-style-type: none"> • 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. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	
Class 2 Yr 1/2	<p><u>What happened during The Great Fire of London?</u></p> <p>Can I begin to understand events beyond living memory that are significant nationally or globally? [The Great Fire of London]</p> <p>Can I begin to understand changes within living memory? <i>How the fire brigade has evolved from The Great Fire of London to the present day</i></p> <p><i>Samuel Pepys and Thomas Farrinor</i></p>		<p><u>What toys did our grandparents play with?</u></p> <p>Can I begin to understand changes within living memory? <i>Exploring what life was like when my grandparents were children. Making comparisons. Are there still toys from the past we play with today?</i></p> <p>Can I compare aspects of life in different periods?</p>		<p><u>What were Seaside holidays like in the past?</u></p> <p>Can I begin to understand changes within living memory?</p> <p>Can I compare aspects of life in different periods? <i>Victorian Seaside Holidays</i></p> <p><u>What was Norley like in the past?</u></p> <p>Can I identify and learn about significant historical events, people and places in my own locality?</p>	

<p>Class 3 Yr 3/4</p>	<p><u>What changes occurred between the Stone Age and the Iron Age?</u></p> <p>Can I understand changes in Britain from the Stone Age to the Iron Age? This could include:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Can I develop a chronologically secure knowledge of events?</p>	<p><u>What impact did the Romans have on Britain?</u></p> <p>Can I understand the Roman Empire and its impact on Britain? This could include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army. • Successful invasion by Claudius and conquest, including Hadrian's Wall. • British resistance, for example, Boudica <p>'Romanisation' of Britain: sites such as Chester and the impact of technology, culture and beliefs, including early Christianity.</p>	<p><u>What was Norley and surrounding area like in the past?</u></p> <p>Can I carry out a local history study? This could include:</p> <ul style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in their locality.
<p>Class 4 Yr 5/6</p>	<p><u>What were the greatest inventions of the 19th and 20th Century?</u></p> <p>Can I study of an aspect or theme in British history that extends my chronological knowledge beyond 1066?</p> <p>Do I understand a significant turning point in British history?</p> <p><i>Focus on the Victorians (Invention of toilet-Thomas Crapper)</i></p>	<p><u>How has crime and punishment changed throughout the ages?</u></p> <p>Can I study of an aspect or theme in British history that extends my chronological knowledge beyond 1066?</p> <p>Can I understand the changes in an aspect of social history, such as the abolition of slaves to the present?</p> <p><i>The Slave Trade (linked to North America)</i></p>	<p><u>What was Norley like in the past?</u></p> <p>Can I carry out a local history study? This could include: A study over time tracing how several aspects of national history are reflected in their locality.</p>

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1-Reception	<p>Communication and Language Understand how to listen carefully and why listening is important. Learn new vocabulary.</p> <p>Personal, Social and Emotional Development Build constructive and respectful relationships</p>	<p>Communication and Language Ask questions to find out more and to check they understand what has been said to them.</p> <p>Personal, Social and Emotional Development See themselves as a valuable individual.</p> <p>Mathematics Begin to describe a sequence of events, real or fictional, using words such as <i>first, then, next</i></p>	<p>Communication and Language Articulate their ideas and thoughts into well-formed sentences.</p> <p>Personal, Social and Emotional Development Think about the perspective of others.</p> <p>Understanding of the world+ Compare and contrast characters from stories, including figures from the past.</p>	<p>Understanding of the world Comment on images of familiar situations in the past. Understand the effect of the changing seasons on the natural world around them.</p>	<p>Early Learning Goals</p> <ul style="list-style-type: none"> • 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. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	
Class 2 Yr 1/2	<p><u>Who was William the Conqueror?</u></p> <p>Can I begin to understand the lives of significant individuals in the past who have contributed to national and international achievement?</p> <p>Can I compare aspects of life in different periods?</p>		<p><u>Which explorers have helped to shape Britain today?</u></p> <p>Can I compare the lives of significant individuals in the past who have contributed to national and international achievements?</p> <p>Can I begin to understand events beyond living memory that are significant nationally or globally? [The first aeroplane flight, The Titanic and Voyages across the Atlantic Ocean] <i>Christopher Columbus, Neil Armstrong and Earnest Shackleton</i></p>		<p><u>What was Norley like in the past?</u></p> <p>Can I identify and learn about significant historical events, people and places in my own locality?</p> <p>Can I compare aspects of life in different periods?</p>	

<p>Class 3 Yr 3/4</p>	<p><u>What impact did World War II have on life in Britain?</u></p> <p>Can I begin to understand and study an aspect or theme in British history that extends my chronological knowledge beyond 1066?</p>	<p><u>What are the positive and negative impacts of The Industrial Revolution?</u></p> <p>Can I begin to understand and study an aspect or theme in British history that extends my chronological knowledge beyond 1066?</p> <p>This could include:</p> <ul style="list-style-type: none"> • A significant turning point in British history, for example, the first railways or the Battle of Britain 	<p><u>Who were the Anglo-Saxons and Vikings?</u></p> <p>Can I begin to understand Britain' Settlement by Anglo Saxons and Scots? Summer T1 This could include:</p> <ul style="list-style-type: none"> • Anglo Saxon invasions, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture <p>Can I begin to understand the Viking and Anglo-Saxon struggle for the Kingdom of England of the time of Edward the Confessor? Summer T2 This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066.
<p>Class 4 Yr 5/6</p>	<p><u>What is it like living like a Maya?</u></p> <p>Can I develop my knowledge on a non-European society that provides contrasts with British history (Mayan civilization c. AD 900)?</p> <p><i>Focus on contrasting Mayan Civilization.</i></p>	<p><u>What have the Greeks left for us?</u></p> <p>Can I study Ancient Greece and develop an understanding of Greek life, their achievements and influence on the western world?</p> <p>Can I study of an aspect or theme in British history that extends my chronological knowledge beyond 1066?</p> <p>This could include:</p> <ul style="list-style-type: none"> • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. 	<p><u>How have the Ancient Egyptians Impacted our world today?</u></p> <p>Can I begin to understand the achievements of the earliest civilizations?</p> <p>Can I study where and when the first civilizations appeared in an in depth study?</p>