



## **Severnbanks Primary School Curiosity Curriculum - History**

### **National 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 ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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**

The national curriculum for history aims to ensure that all pupils:

- 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 (Chronology)
- 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 (Overview of world history)
- 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 (Investigate and interpret the past)
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' (Communicate historically)
- 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 (Communicate historically)

- 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. (Investigate and interpret the past)

### **Characteristics**

Through the teaching of History pupils will be able to develop the following characteristics:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

## Subject Content

<b>Key Stage 1</b>	
<b>Opportunities</b>	<p>Look at:</p> <ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• The lives of significant individuals in Britain's past who have contributed to our nation's achievements - Scientists. Inventors.</li> <li>• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</li> <li>• Significant historical events, people and places in their own locality- Mining in the Forest of Dean, Severn Bridge,</li> </ul>
<b>Pupils should be taught:</b>	
<b>Year 1</b>	<p>Local Study - Mining in the Forest of Dean  The Gunpowder Plot  Remembrance Day  VE Day  Mary Anning  Seaside - Past and Present</p>
<b>Year 2</b>	<p>The Great Fire of London  VE Day  Travel and Transport - Flight Local Study  First Aeroplane Flight  Great Explorers  Neil Armstrong  Remembrance Day  Molly Brown</p>

<b>Key Stage 2</b>	
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• Continue to develop a chronologically secure knowledge of British , local and world history.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Develop appropriate use of historical terms.</li> <li>• Ask and answer questions about change, cause, similarity, difference and significance.</li> <li>• Review historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
<b>Pupils should be taught:</b>	
<b>Year 3</b>	Stone Age to Iron Age Egyptians
<b>Year 4</b>	Ancient Greeks Romans - Local Study
<b>Year 5</b>	Anglo Saxons Vikings
<b>Year 6</b>	Tudors - Local Study Victorians - Local Study

<b>Cultural Capital</b>	<p>Visitors - speakers, British Legion, workshops, local community</p> <p>Remembrance Day - Local Service at Cenotaphs and Church</p> <p>VE Day - Assembly</p> <p>Forest of Dean - Hopewell Colliery - Forest of Dean Mining</p> <p>Dean Heritage Museum, Dean Forest Railway, Clearwell Caves</p> <p>Chepstow - Drill Hall / Chepstow Museum, Castle, Tintern</p> <p>Gloucester - Folk Museum, Gloucester Museum, Waterways Museum, Sudely Castle, RAF Fairford - Flight, Engineering</p> <p>Cheltenham - WW2, Greystones Bourton on the Water - Iron Age</p> <p>Cirencester - Romans, Chedworth Villa</p> <p>Caerleon - Romans</p> <p>Bristol - Clifton Suspension Bridge, SS Great Britain - Victorians, Bristol Museum - Egyptians</p> <p>Chilton Open air Museum</p> <p>London - Houses of Parliament - History of Democracy</p>
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	<p>Guy Fawkes, Places of historic importance / museums History Theatre Shows If no first-hand experience available - Visual Reality / IT / Photographic &amp; Primary Source evidence</p>
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