

St Mary's CofE Primary School



History Curriculum Overview

Statement of Intent:

At St Mary's, History helps pupils understand how people, places and events have shaped the world they live in. Guided by our vision, Shining Brighter and Brighter, we nurture curiosity about the past, respect for different experiences and the confidence to ask thoughtful questions. Pupils build secure chronological and substantive knowledge of British, local and world history, while learning to use evidence, consider different interpretations and explain change, continuity, cause and significance.

Aims:

- Develop secure knowledge of significant people, events, societies and periods in British, local and world history.
- Build chronological understanding and connections within and across historical periods.
- Use historical sources to ask questions, investigate and construct evidence-informed explanations.
- Understand change and continuity, cause and consequence, similarity and difference, and significance.
- Value diverse experiences of the past and communicate ideas using accurate historical vocabulary.

How History is taught at St Mary's:

History is taught through sequenced units, supported by explicit teaching of vocabulary and regular retrieval of earlier learning. Teachers use stories, timelines, artefacts, images, maps, accounts and local heritage to bring the past to life. Pupils develop both substantive knowledge (what happened and why it matters) and disciplinary understanding (how we know about the past and how historians explain it). Learning is adapted so that all pupils can participate and succeed.

Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Reception						
Year 1		Study of a significant figure (Grace Darling, Rosa Parks)		Toys – comparing old and new toys		Local History – A study of a significant figure (Rothschild)
Year 2		Local History – Historical importance of canals in Berkhamsted		Great Fire of London – Understanding the events and impact on London		A comparison of the lives of Edith Cavell & Mary Seacole
Year 3		The Stone Age to Bronze Age – Contrasting Bronze to Iron Age	Local History – The Bronze to Iron Age; Contrasting the Bronze Age & Iron Age		A study of the Ancient Egyptians – a study of an early civilisation's achievement	
Year 4	Local History – Children in Victorian times			Romans in Britain – The Roman Empire and its impact on Britain	Anglo Saxons in Britain – Britain settlements by Anglo-Saxons and Scots	
Year 5		Life in Ancient Greece & its influence on Western Civilisation		Viking Invasion		Local History – Berkhamsted Castle
Year 6	How did the early Mayan civilisation compare with Britain civilisation at the same time?	WW2 Timeline – The key events/issues in WW2		How did Tudor monarchs change Britain?		

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - EYFS

History in the Early Years Foundation Stage At St Mary's, early historical understanding develops through Understanding the World – Past and Present. In Nursery, children explore their own life stories, family histories and how they have changed through photographs, stories and conversations. In Reception, they compare life in the past and present, encounter people and events through stories and Remembrance, and begin to use simple timelines. These experiences develop historical vocabulary and a foundation for History in Key Stage 1.

Nursery

Units / curriculum focus: Understanding the World – Past and Present

Chronological understanding	Talk about their own life story, from babyhood to now; recall recent experiences and begin to use before, after and now.
Substantive historical knowledge	Recognise that they have grown and changed; explore their family history and hear about people from the past through stories and visitors.
Historical concepts	Notice how they have changed as they grow, including things they can do now that they could not do as babies.
Historical enquiry and evidence	Explore baby and family photographs, family trees and memories shared by relatives; talk about visits and familiar events.
Early historical understanding	Recognise that families have histories and people remember experiences; encounter Remembrance and stories of Berkhamsted then and now.
Vocabulary and communication	Family, change, growth, baby, toddler, child, adult; talk about changes and share memories.

Learning is developed through play, stories, conversations and Understanding the World experiences.

Reception

Units / curriculum focus: Understanding the World – Past and Present

Chronological understanding	Talk about changes over time and use simple timelines, including growth and life cycles, to order familiar changes.
Substantive historical knowledge	Talk about the lives and roles of people around them; encounter people who helped others in the past through Remembrance and stories.
Historical concepts	Compare life in the past and present using their own experiences and stories read in class; describe similarities and differences.
Historical enquiry and evidence	Use stories, photographs, conversations and familiar experiences to ask and answer questions about the past.
Early historical understanding	Understand the past through settings, characters and events encountered in books and storytelling.
Vocabulary and communication	Past, present, change, time, timeline; describe what has changed and what has stayed similar.

Learning is developed through play, stories, conversations and Understanding the World experiences.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 1

Units / curriculum focus: Significant figures: Grace Darling and Rosa Parks • Toys past and present • Local history: Rothschild

Chronological understanding	Sequence familiar objects and events; distinguish recent history from longer ago using simple timelines.
Substantive historical knowledge	Explain how toys and childhood have changed; recount key actions and significance of Grace Darling and Rosa Parks; recognise Walter Rothschild's local significance.
Historical concepts	Identify similarities and differences between past and present; explain why studied people are remembered.
Historical enquiry and evidence	Ask simple questions and use photographs, artefacts, stories and local evidence to find answers.
Historical interpretations	Recognise that objects, pictures and stories tell us different things about the past.
Vocabulary and communication	Past, present, timeline, artefact, source, significant, change, memory; recount events in order.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 2

Units / curriculum focus: Berkhamsted canals • Great Fire of London • Edith Cavell and Mary Seacole

Chronological understanding	Place studied events and people on a simple timeline; begin to use dates and distinguish within/beyond living memory.
Substantive historical knowledge	Explain the importance of canals for local transport and trade; recount the Great Fire and its effects; know the different contributions and contexts of Edith Cavell and Mary Seacole.
Historical concepts	Explain simple causes and consequences; compare significant individuals and changes in community life.
Historical enquiry and evidence	Use pictures, maps, artefacts and accounts to answer questions; select evidence for a simple explanation.
Historical interpretations	Compare two accounts or representations and identify differences in emphasis.
Vocabulary and communication	Century, source, evidence, cause, consequence, transport, trade, eyewitness, comparison, significance.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 3

Units / curriculum focus: Stone Age to Bronze Age • Local Bronze Age to Iron Age • Ancient Egyptians

Chronological understanding	Sequence Stone, Bronze and Iron Ages; locate Ancient Egypt alongside British prehistory; begin to use BC/BCE and AD/CE.
Substantive historical knowledge	Explain changes from hunter-gathering to farming, settlement and metalworking; describe Egyptian achievements including the Nile, farming, beliefs, writing and social organisation; identify local prehistoric evidence.
Historical concepts	Describe change and continuity; explain effects of resources and technology; compare societies.
Historical enquiry and evidence	Investigate artefacts, archaeological discoveries, images and accounts; distinguish observation from inference.
Historical interpretations	Recognise that limited evidence can lead historians to different explanations.
Vocabulary and communication	Prehistoric, archaeology, hunter-gatherer, settlement, agriculture, civilisation, Bronze Age, Iron Age, technology.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 4

Units / curriculum focus: Local history: Victorian children • Romans in Britain • Anglo-Saxons and Scots

Chronological understanding	Place Roman, Anglo-Saxon and Victorian Britain on a wider timeline; use centuries and dates to show distance in time.
Substantive historical knowledge	Explain Roman invasion and impact on roads, towns, settlement and beliefs; describe Anglo-Saxon and Scots settlement; compare experiences of Victorian children and schooling.
Historical concepts	Explain causes and consequences of invasion and settlement; identify change and continuity; compare childhood experiences.
Historical enquiry and evidence	Use archaeological, written and visual evidence; consider source origins and usefulness.
Historical interpretations	Suggest why accounts differ because of evidence, purpose or viewpoint.
Vocabulary and communication	Empire, invasion, settlement, resistance, kingdom, legacy, occupation, continuity, industrialisation.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 5

Units / curriculum focus: Ancient Greece • Viking invasion • Berkhamsted Castle

Chronological understanding	Locate Ancient Greece, Viking Britain and Norman England; connect them with previously studied periods.
Substantive historical knowledge	Describe Greek city-states, democracy, beliefs and achievements; explain Viking raids, settlement and conflict with Anglo-Saxons; know Berkhamsted Castle's significance in Norman England.
Historical concepts	Explain causes and consequences of conflict; justify historical significance; compare societies and periods.
Historical enquiry and evidence	Select and compare sources, noting their strengths and limitations; support explanations with evidence.
Historical interpretations	Explain how viewpoint and purpose influence accounts of people and events.
Vocabulary and communication	Democracy, city-state, civilisation, influence, raid, conquest, monarchy, succession, significance, legacy.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 6

Units / curriculum focus: Maya civilisation compared with Britain • Second World War • Tudor monarchs

Chronological understanding	Locate Tudor Britain, Maya civilisation and WWII on a wider timeline; make connections across British and world history.
Substantive historical knowledge	Explain key causes, events and consequences of WWII and effects on civilians; describe changes under Tudor monarchs; compare Maya society around AD 900 with Britain at the same time.
Historical concepts	Explain multiple causes and consequences; analyse continuity and change; evaluate significance and compare societies.
Historical enquiry and evidence	Form valid questions; select and evaluate sources for usefulness, purpose and limitations; construct supported conclusions.
Historical interpretations	Explain differences in interpretation, including perspective, propaganda and gaps in evidence.
Vocabulary and communication	Monarchy, reformation, parliament, evacuation, propaganda, civilisation, hierarchy, chronology, interpretation, reliability.