



St. Gregory's Catholic Primary School



Together, in Jesus, we Love, Learn, Create and Celebrate!

'Remember your history, your long and rich history. I am God, the only God you've had or ever will have - incomparable, irreplaceable. From the very beginning telling you what the ending will be, all along letting you in on what is going to happen, assuring you.'

Isaiah 46:9-10

| St. Gregory's Curriculum Coverage | General Aims of the History National Curriculum for KS1 and KS2 |
|--|---|
| British History: an aspect of British history is studied in every year group | <ul style="list-style-type: none"> 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 |
| History of the Wider World: history of the wider world is studied from Year 2 onwards, covering all aims of the NC including ancient civilisations, empires, non-European societies (e.g. Baghdad c.900 BCE) | <ul style="list-style-type: none"> 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 |
| Substantive Concepts: substantive concepts are covered in every unit, developed across the curriculum and listed in the unit rationales. | <ul style="list-style-type: none"> gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' |
| Historical Enquiry: an understanding of the method of historical enquiry begins to develop from 'Discovering History' in Year 1 and is developed each year. | <ul style="list-style-type: none"> 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 |
| Disciplinary Concepts: historical concepts are explored in every unit, and developed across the curriculum. Concepts covered in each unit are listed in the unit rationales | <ul style="list-style-type: none"> 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 |
| Historical Perspective and Contexts: a wide range of contexts are studied and children are supported to make connections between the local, national and global, as well as between political, cultural, social and religious contexts. | <ul style="list-style-type: none"> 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 contexts. |

General Aims of the National Curriculum for KS1 covered by our History Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

| National Curriculum for KS1 | St. Gregory's History Curriculum | | | | | |
|---|----------------------------------|------------------|--------------------------------|-------------------|------------|-----------------|
| | Year 1 | | | Year 2 | | |
| Pupils should be taught about: | Discovering History | Kings and Queens | Parliament and Prime Ministers | Romans in Britain | The Tudors | Powerful Voices |
| <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | ✓ | ✓ | ✓ | | | ✓ |
| <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> significant historical events, people and places in their own locality. | ✓ | | ✓ | ✓ | ✓ | |

General Aims of the National Curriculum for KS2 covered by our History Curriculum.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

| National Curriculum for KS2 | St. Gregory's History Curriculum |
|---|---|
| Pupils should be taught about: | |
| changes in Britain from the Stone Age to the Iron Age | LKS2: Stone Age to the Iron Age (Year 3) |
| the Roman Empire and its impact on Britain | LKS2: Life in Ancient Rome, The Rise and Fall of Rome (Year 4) (KS1: Romans in Britain (Year 2)) |
| Britain's settlement by Anglo-Saxons and Scots | LKS2: The Anglo Saxons, Scots and the Vikings (Year 3) |
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | LKS2: The Anglo Saxons, Scots and the Vikings (Year 3) |
| a local history study | Teachers can include a local study in the following units: LSK2: The Stone Age to the Iron Age LKS2: The Anglo Saxons, the Scots and the Vikings UKS2: The Industrial Revolution UKS2: The Victorians UKS2: World War I UKS2: World War II |
| a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | LKS2: Law and Power LKS2: The War of the Roses LKS2: The Stuarts UKS2: The Early British Empire UKS2: The Transatlantic Slave Trade UKS2: The Industrial Revolution UKS2: The Victorians UKS2: World War I UKS2: The Suffragettes |

| | |
|---|--|
| | UKS2: World War II UKS2: The History of Human Rights and Equality |
| the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | LKS2: Ancient Egypt (Year 3) |
| Ancient Greece - a study of Greek life and achievements and their influence on the western world | LKS2: Ancient Greece (Year 4) |
| a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | UKS2: Baghdad c.900 CE |