

Styal Primary History Curriculum



Intent

History is an essential part of our school community and because our school is situated within the grounds of The National Trust's Quarry Bank Mill, we are never very far away from it! Children's understanding of the rich local history that surrounds our school begins as they enter school in Reception and follows through until they leave us in year 6. As we weave national and global issues through our curriculum, we show and encourage children how to ask perceptive questions about the past, think critically, consider evidence, and use artefacts to develop their own perspectives and judgements.

As they do so, children begin to piece together using different kinds of evidence what life was like in the past for people, and communities and societies, how things may have changed and what impact it has had.

Children will be able to develop an awareness of chronology by locating the past, the present and future.

Implementation

The school has a 2 Year Cycle for the teaching of history in KS2 and a 3 Year Cycle in KS1. It is taught in half termly units throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills for each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day and significant events and individuals that shaped history. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this, are studies of world history, such as the ancient civilisations of Greece, Egypt, Rome and the Mayans.

In our Early Years Foundation Stage (EYFS) learning is set out following the Statutory Framework (2021) under the specific area 'Understanding of the World' which considers elements of 'Past and Present' where children are begin to look for similarities and differences between the past and now and understanding the past through settings, characters and events encountered in books read in class.

Lives of significant people within history are studied within some themes. These are carefully chosen to represent wide social diversity. Other curriculum areas are often linked, in particular, geography, art, technology and science where we seek expertise from our the local area, including Quarry Bank Mill and Manchester Airport to support learning outside the classroom. Planning is informed by The National Curriculum. In addition, all staff has access to other planning resources and the expertise of the Subject Leader who is a member of the History Association. Consideration is given to how all learners will be taught in line with the school's ethos to equality and inclusion. Children have Knowledge Organisers that support learning and embed key vocabulary and display a timeline to place the key historical points and significant individuals. Working walls display content and vocabulary to help children bridge back to prior knowledge so that they know more and remember more.

Whole School History Theme Overview

Cycle A

Term	Reception	Year 1/2	Year 3/4	Year5/6
Autumn	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Great Fire of London	The Romans	World War 2
Spring	Talk about the lives of the people around them and their roles in society.	What's On Our Doorstep? A Local History Study	Ancient Civilisations The Egyptians	What was life like in Tudor times?
Summer	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Holidays- Then and Now	The Victorians	Crime and Punishment

Cycle B

Term	Reception	Year 1/2	Year 3/4	Year5/6
Autumn	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Communication Through Time	Stone Age	The Ancient Greeks
Spring	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.	Explorers (with a focus on Arctic Explorers)	The Mayans	Titanic
Summer	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.	Travel and Transport	The Vikings and Anglo Saxons	The Railway Revolution

Cycle C (For KS1 ONLY)

Term	Reception	Year 1/2
Autumn	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.	Superheroes in History
Spring	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Toys Through Time
Summer	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Castles

Implementation

Written work in history books together with photographic evidence, oral recounts, learning walls and 'Evidence Me' will show evidence of the learning that takes place at Styal. Teachers use 'bridging back' at the start of every lesson to cue children into retrieval practise. During teaching sessions, children's use of the correct vocabulary will be heard in oral discussions and referred to on class working walls. Children will be taught how to use historical sources and know how to handle artefacts appropriately. Children will build on timelines previously taught and begin to place eras, events and work of significant individuals on a timeline. Children are given opportunity at different points within their learning to recall prior learning so that children can know more and remember more. At Styal, emphasis is placed on analytical thinking and questioning which in turn will lead them to make their own judgements about the past. We want them to be curious learners and passionate about history so that they can independently go and find out more about the past.

Impact.

The History curriculum, like every other area, is planned and delivered in a way that we can ensure that it is fully inclusive for every child. The impact and measure of this is to ensure that children at Styal are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.