

History Curriculum

History is about real people and real events of the past. At St Anthony’s we strive to give students a well-rounded knowledge of significant people, places and events from previous eras through an ambitious curriculum that is accessible to all. We aim to build on each child’s cultural capital, understanding of the history of Britain and the wider world, and their knowledge of their own locality.

Our intent is to:

- ensure that each child has an understanding of their place in the world; locally, nationally, and globally.
- promote curiosity, whilst developing a perception of the world and an ability to make judgements about the facts before them.
- give children an understanding of chronology and a cultural awareness based on historical heritage.
- help the children make their own life choices, by studying how people lived in the past.
- guide the children in their investigation of past events and to develop the skills of enquiry, analysis, interpretation and problem-solving.

EYFS

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| Me and my Family. | Black History. Bonfire Night. Remembrance. | | Compare and contrast characters from stories - ‘Dogger’. | Our lives from birth to the present day. Changes to ourselves, our interests, our families and the world around us. | Traditional Tales. |
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Year 1/2 A

| Significant historical people in our locality | Significant individuals from the past, who have contributed to national and international achievements | Significant historical places in our locality. |
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| Learie Constantine Freddie Flintoff. | Neil Armstrong Amelia Earhart. | Blackpool and the seaside. |
| Is everyone significant? 1. What is significance and how does a person become significant? Who is significant in our own lives? 2. What was the Trinity Cross? 3. Who was Learie Constantine and what is he remembered for? 4. How did Learie Constantine become a significant cricketer? 5. How did Learie Constantine adjust to life in Lancashire/ England? 6. Did Learie Constantine change events at the time he lived? Did he improve lots of people’s lives? Why did he act the way he did? 7. Did Learie Constantine have a long lasting impact on the UK and the world? Was he a really good example to other people of how to live or behave? Vocabulary: migration, significant, Trinity Cross, time, equality, diversity | 1. Who was Nail Armstrong why is he famous? 2. What did Armstrong achieve in his life? Why are they still talked about today? 3. What aspects of Armstrong’s character made him successful and a significant historical character for study? Vocabulary: significant, achieve, successful, famous, past | Would you rather go on holiday to Preston or Blackpool? Why? 1. What must it have been like to live in Preston and Blackpool in the past? 2. What things would you have liked and what things would you have disliked about them in the past? Vocabulary: past/present, similarities, differences, likes/dislikes |

Prior Knowledge:

EYFS ELG: Understanding the World – Past and Present

- 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

| Year 1/2 B | | |
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| Events beyond living memory: | Changes within living memory. | Significant historical events in our locality. |
| Great Fire of London | Toys | Caribbean Carnival |
| <p>Was the Great Fire of London a good thing?</p> <p>1. Where and when was the Great Fire of London?</p> <p>2. What are the differences between London in 1666 and now? How have firefighters changed?</p> <p>3. How did the Fire of London start? How did the Fire of London spread? How did the Fire of London end? How do we know about the GFOL?</p> <p>4. What was London like after the fire? How was London rebuilt? Why was London rebuilt like that?</p> <p>5. Was the GFOL a good thing?</p> <p>Vocabulary: firefighter, burning, escape, smoke, baker, chronology, discover, significance, evidence, source, modern, London</p> | <p>How have children's toys changed since our older relatives were little?</p> <p>1. How can we find out about the past?</p> <p>2. What are our toys like now?</p> <p>3. What was my favourite toy when I was a baby?</p> <p>4. What were our caregivers' toys like and how do we know?</p> <p>5. What were our older relatives' toys like and how do we know?</p> <p>Vocabulary: change, continuity, difference, past, chronology, sources</p> | <p>Is the Caribbean Carnival a positive event for Preston?</p> <p>1. What features have stayed the same since it first began?</p> <p>2. Why have changes occurred?</p> <p>3. Why is it a significant event?</p> <p>Vocabulary: change, difference, positive, past, chronology, carnival, Preston Guild</p> |
| <p>Prior Knowledge:</p> <p>EYFS ELG: Understanding the World - Past and Present</p> <ul style="list-style-type: none">Talk about the lives of the people around them and their roles in societyKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in classUnderstand the past through settings, characters and events encountered in books read in class and storytelling | | |

| Year 3/4 A | |
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| A study of an aspect, or theme, in British history, that extends pupils' chronological knowledge beyond 1066. | The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt. |
| A significant turning point in British history - the first railways (Preston Train Station). | Ancient Egypt |
| <p>Why was the development of transport important for the people of Preston?</p> <ol style="list-style-type: none">How did early transport hold back developments in the locality?Why were improvements made to transport in the locality?How much difference did these improvements in transport make to the local area?How did transport development change the landscape of Preston? <p>Vocabulary: transport, locality, improvements, sources, primary, secondary, chronology, landscape</p> | <p>What do all the Ancient Civilisations have in common?</p> <ol style="list-style-type: none">Who built the Great Pyramid at Giza?Why did Hatshepsut send an expedition to Punt?What did Akhenaten do that made him so hated?What happened to Akhenaten's successors?Why do we remember Ramesses II?How did Ptolemy II contribute to trade?How did the civilisation of Egypt end? <p>Vocabulary: artefact, evidence, mummies, tomb, hieroglyphs, pharaoh, canopic jar, sarcophagus, pyramid</p> |
| <p>Prior knowledge:</p> <ul style="list-style-type: none">Use sources to answer simple questions about the pastIdentify some similarities and differences between ways of life in different periodsUnderstand and use simple historical concepts and use them to make simple connections and draw contrastsTo begin to understand why people in the past acted as they did from a range of sources <p>Links to previous learning:</p> <ul style="list-style-type: none">Where do these periods of history fit on a timeline compared to times in history we already know about? | |

| Year 3/4 B | | |
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| A local history study | Changes in Britain from the Stone Age to the Iron Age. | The Roman Empire and its impact on Britain. |
| The Lancashire Cotton Industry and its link to the Atlantic Slave Trade. | Stone Age to the Iron Age. | The Roman Empire. |
| <p>Why was the Cotton Industry so important to Preston?</p> <ol style="list-style-type: none"> What was Lancashire's including Preston's main industry in earlier centuries? Who and what were the key inventors and inventions for the North West Cotton Industry? How significant was the Lancashire cotton Industry for the people of Lancashire? What were the conditions like in the cotton mills and how did this improve? What links did Lancashire/Preston have with transatlantic slave trade? Why and when did the cotton industry decline? <p>Vocabulary: migration, race, equality, slave trade, industry, inventions, condition, decline, transatlantic, sources, primary, secondary</p> | <p>When do you think it was better to live; in the Stone Age, the Bronze Age or the Iron Age?</p> <ol style="list-style-type: none"> What were the people of Prehistoric Britain like? What were Prehistoric shelters like and how did they develop from the Bronze Age to the Iron Age? What tools existed in Britain during the Prehistoric era and how were they used? How did farming develop during the Prehistoric era in Britain? How did clothing develop during the Prehistoric Britain? <p>Vocabulary: Neolithic, territories, Neanderthals, coinage, settlement, Prehistoric, hunter-gatherer, archaeologist, trade, agriculture, settled farming, artefact</p> | <p>Was Boudicca right to rebel?</p> <ol style="list-style-type: none"> When did the Romans invade and why? Did the native Britons welcome or resist them, and why? How did they influence the culture of the people already here? <p>Vocabulary: Londinium, century, invasion, conquer, emperor, centurion, gladiator, empire, slave chariot</p> |
| <p>Prior knowledge:</p> <ul style="list-style-type: none"> Use sources to answer simple questions about the past Identify some similarities and differences between ways of life in different periods Understand and use simple historical concepts and use them to make simple connections and draw contrasts To begin to understand why people in the past acted as they did from a range of sources <p>Links to previous learning:</p> <ul style="list-style-type: none"> Where do these periods of history fit on a timeline compared to times in history we already know about? <p>Prior knowledge:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making some links between and across periods, such as the differences between clothes, food, buildings or transport Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time Understanding some significant aspects of history - nature of ancient civilizations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind | | |

| Year 5/6 A | | |
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| A study of an aspect, of British history, that extends pupils' chronological knowledge beyond 1066: WW2. | Anglo-Saxons and Scots' settlement in Britain. | Viking and Anglo-Saxon struggle for the Kingdom of England up until the time of Edward the Confessor. |
| World War II | Anglo-Saxons | Vikings |
| <p>The Blitz: Is it all we need to know about World War 2?</p> <ol style="list-style-type: none"> How significant was the Blitz? How did the Blitz relate to the rest of the war? What was the impact of World War 2 on people in our locality? Evacuee experiences in Britain: Is this all we need to know about children in World War 2? Who were the Kinder transport? Why did they leave their families? What can we found out about different childhood experience of war? <p>Vocabulary: Blitz, evacuee, Kindertransport, allies, civil defence, concentration camp, coupons, D-day, gas mask, Holocaust, host family, liberate, propaganda</p> | <p>Did the settlement by the Anglo-Saxons make England a better or worse place to live?</p> <ol style="list-style-type: none"> How did Saxon England begin? What happened during the period of Saxon England? What was life like during the Anglo-Saxon period? What was life like during the Anglo-Saxon period? Why was King Offa of Mercia a significant individual during the period? How did Saxon daily life compare to that of Roman Britain? <p>Vocabulary: sequence, scale, narrative, duration, interval, archaeology, Primary source, Secondary Source, significance, continuity and change, evidence, Kingdom, King, Mercia, Wessex, Northumbria, Offa of Mercia, Christianity, St. Bede, Gildas, Lindisfarne, Abbey, monk, Sutton Hoo, Staffordshire Hoard</p> | <p>How did England change over the course of this period of history?</p> <ol style="list-style-type: none"> Why was England an attractive target for the Vikings? Chronology How did Vikings effect other places around the world? Not just England How did the shape of Britain change? Was Alfred really great? <p>Vocabulary: Danelaw, drinking horn, jewellery, helmet, long boat, longhouse, loom, runes, shield, Valhalla, Monastery, Lindisfarne, Anglo-Saxon settlement, trade, wealth</p> |

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| <p>Prior Knowledge:</p> <p>Show their increasing knowledge and understanding of the past by:</p> <p>Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</p> <ul style="list-style-type: none"> ▪ Making some links between and across periods, such as the differences between clothes, food, buildings or transport ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Understanding some significant aspects of history, - nature of ancient civilizations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. ▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use some sources to start devising, historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. |
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| Year 5/6 B | | |
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| A non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900 / Mayan civilization c. AD 900. | Ancient Greece - a study of Greek life and achievements and its influence on the western world. | A study of an aspect, of British history, that extends pupils' chronological knowledge beyond 1066 |
| The Maya | Ancient Greece | Transatlantic Slave Trade |
| <p>What similarities and differences are there between the Maya Civilisation and England from the 8th to the 10th century?</p> <ol style="list-style-type: none"> Where and when did the Maya live? What made the Maya civilisation so successful? How do we know about the Maya? How were they ruled? <p>Vocabulary: Region, historian, archaeologist, BC, BCE, AD, CE, Irrigate, porous, jadeite, crops, farming, cistern</p> | <p>Can we thank the Ancient Greeks for anything in our lives today?</p> <ol style="list-style-type: none"> What are the similarities between our school and schools in Ancient Greece? What can we learn from our language about Ancient Greece? What do some of our buildings tell us about how we view Ancient Greece today? How were the Ancient Greeks governed and are there any similarities with how we are governed today? How have the Olympic games changed since they were first held? <p>Vocabulary: change, similarity, difference, Britain, decade, century, AD/BC, chronology, duration, sequence, sources, causation, hypothesis, analyse, modern, ancient, civilisation, citizens, democracy, archaeology, architecture</p> | <p>What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved?</p> <ol style="list-style-type: none"> Why is it important to study Black British History? What can we learn from artefacts? What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved? Where does the Transatlantic Slave Trade fit into the children's chronological framework? What does The Package Book of the Ship Hope tell us about the Transatlantic Slave Trade? What does The Slave Ship L'Aurore tell us about the Transatlantic Slave Trade? What does the poem The Ship They Called The Zong tell us about the Transatlantic Slave Trade? <p>Vocabulary:</p> |
| <p>Prior Knowledge:</p> <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. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Analyse connections, trends and contrasts over time. Establishing a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others | | |