






# ST ANTHONY'S CATHOLIC PRIMARY SCHOOL




## History Overview

<p>Year A</p>	<p>Our intent is to:</p> <ul style="list-style-type: none"> <li>ensure that each child has an understanding of their place in the world; locally, nationally and globally.</li> <li>promote curiosity, whilst developing a perception of the world and an ability to make judgements about the facts before them.</li> <li>give children an understanding of chronology and a cultural awareness based on historical heritage.</li> <li>help the children make their own life choices, by studying how people lived in the past.</li> <li>guide the children in their investigation of past events and to develop the skills of enquiry, analysis, interpretation and problem-solving.</li> </ul>		<p>We will:</p> <ul style="list-style-type: none"> <li>ensure that all aspects, knowledge and skills of History are being taught across all year groups.</li> <li>ensure that children in EYFS have an 'understanding' of the world; past and present; its people, cultures and communities.</li> <li>use a progression document to show clear progression in skills, knowledge.</li> <li>aim to bring the curriculum to life for the children, through the use of artefacts and workshops, and by inviting visitors.</li> <li>ensure all lessons are sequenced around an enquiry question.</li> </ul>		<p>Our children will:</p> <ul style="list-style-type: none"> <li>communicate their understanding and knowledge of History, as well as the skills they have been taught, through both discussion and written work.</li> <li>learn from history and influence decisions in their own lives.</li> <li>have the skills of a historian.</li> <li>be inquisitive about the world around them.</li> <li>make good progress in History.</li> <li>know and understand how people's lives have shaped how Britain's live today.</li> <li>understand abstract terms.</li> <li>understand historical enquiry.</li> </ul>	
	 <p>Autumn</p>		 <p>Spring</p>		 <p>Summer</p>	
<p>EYFS</p>	<p>Me and my Family.</p>	<p>Black History. Bonfire Night. Remembrance.</p>		<p>Compare and contrast characters from stories - 'Dogger'.</p>	<p>Our lives from birth to the present day. Changes to ourselves, our interests, our families and the world around us.</p>	<p>Traditional Tales.</p>
<p>Year 1/2</p>	<p>Significant historical people in our locality: Learie Constantine, Freddie Flintoff.</p> <p>Is everyone significant?</p>		<p>Significant individuals from the past, who have contributed to national and international achievements: Neil Armstrong, Amelia Earhart.</p> <p>Who was the most important?</p>		<p>Significant historical places in our locality. Blackpool and the seaside.</p> <p>Would you rather go on holiday to Preston or Blackpool? Why?</p>	
<p>Year 3/4</p>	<p>A study of an aspect, or theme, in British history, that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history - the first railways (Preston Train Station).</p> <p>Why was the development of transport important for the people of Preston?</p>		<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt.</p> <p>What do all the Ancient Civilisations have in common?</p>			
<p>Year 5/6</p>		<p>A study of an aspect, of British history, that extends pupils' chronological knowledge beyond 1066: WW2.</p> <p>The Blitz: Is it all we need to know about World War 2?</p>		<p>Anglo-Saxons and Scots' settlement in Britain.</p> <p>Did the settlement by the Anglo-Saxons make England a better or worse place to live?</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England up until the time of Edward the Confessor.</p> <p>How did England change over the course of this period of history?</p>	



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	 <p>Autumn</p>		 <p>Spring</p>		 <p>Summer</p>	
<p>EYFS</p>	<p>Me and my Family.</p>	<p>Black History. Bonfire Night. Remembrance.</p>		<p>Compare and contrast characters from stories - 'Dogger'.</p>	<p>Our lives from birth to the present day. Changes to ourselves, our interests, our families and the world around us.</p>	<p>Traditional Tales.</p>
<p>Year 1/2</p>	<p>Events beyond living memory: Great Fire of London</p> <p>Was the Great Fire of London a good thing?</p>		<p>Changes within living memory: Toys</p> <p>How have children's toys changed since our older relatives were little?</p>		<p>Significant historical events in our locality: Caribbean Carnival</p> <p>Is the Caribbean Carnival a positive event for Preston?</p>	
<p>Year 3/4</p>		<p>A local history study: The Lancashire Cotton Industry and its link to the Atlantic Slave Trade.</p> <p>Why was the Cotton Industry so important to Preston?</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>When do you think it was better to live; in the Stone Age, the Bronze Age or the Iron Age?</p>		<p>The Roman Empire and its impact on Britain.</p> <p>Was Boudicca right to rebel?</p>	
<p>Year 5/6</p>	<p>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.</p> <p>What similarities and differences are there between the Maya Civilisation and England from the 8th to the 10th century?</p>		<p>Ancient Greece - a study of Greek life and achievements and its influence on the western world.</p> <p>Can we thank the Ancient Greeks for anything in our lives today?</p>		<p>A study of an aspect, of British history, that extends pupils' chronological knowledge beyond 1066: Transatlantic Slave Trade.</p> <p>What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved?</p>	