









Ashdene Primary School –History Curriculum









Purpose of Study	<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>					
Aims	<ul style="list-style-type: none"> To 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 To 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 To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' To 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 To 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 To 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. 					
Curriculum Design	<p>The Ashdene History Curriculum explicitly sets out the substantive and disciplinary knowledge children will learn in each lesson to ensure there is clear interplay between the types of knowledge. To support schema development, lessons are sequenced to build on prior learning with each lesson having clearly defined knowledge to revisit. The Ashdene History Curriculum has been designed accounting for chronology. In EYFS, children begin by learning about events in their own memory. Children in KS1 then go on to learn about events in the most recent time periods in history. When children move into KS2, they start by learning about the events set out in the National curriculum that happened the longest time ago and then cover these in chronological order from Y3-Y6. The topics chosen for each year group give children the opportunity to learn about events that happened at similar times in history but in different parts of the world. The curriculum has key themes that run throughout, these include: invasion, settlements, change, empire and the royals.</p>					
Personal development links						
	RESPECT	SMSC	Rights respecting	British Values	Jigsaw	Trips and visits



Topic Overview by Year Group

	HT1	HT2	HT3	HT4	HT5	HT6
Reception	All about me (chronological life cycle)	Celebrations (Guy Fawkes)	Transport (past and present transport)		Discovering UK Wilmslow over time Queen	Explorers Lives of significant explorers Christopher Columbus (People and communities)
Year 1	Lives of significant individuals- Lowry		Queen Victoria (Short study)		Lives of significant individuals Rosa Parks	
Year 2	Events beyond living memory- The Great Fire of London		Gun powder plot and parliament (Short Study)		Historical events and places within their own locality- Quarry Bank Mill	
Year 3	Changes in Britain from Stone age- Iron age		Overview study of Ancient Civilisations (Short study)		Achievements of the earliest civilizations- Ancient Egypt	
Year 4	Romans		The Lindow Man (Short study)		Ancient Greece A study of an aspect or theme of British history that extends pupils' knowledge beyond 100 – legacy of Ancient Greek culture (art) on later periods in British history.	
Year 5	Britain's settlement by Anglo Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. (Short study)		A non- European society that contrasts with British history- Mayans	
Year 6	Local history study – Victorians/ Styal Mill/ Industrial Revolution					



Types of Knowledge	
	Chronological understanding and ordering of events, people and objects.
	Cause and consequence-where one event is the cause of another
	Continuity and change-not all things change overtime, some things last across long periods of history.
	Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.
	Significance-caused an important change.
	Interpretations- understand how historians and others form opinions about events, people and situations.
	Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.
	Substantive knowledge

Key Themes

Religion **Change** **Invasion** **Settlements**
Royals, Rulers & Empire **Local History**