

Purpose of Study

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.

Aim

The national curriculum for history aims to ensure that all pupils: □ 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 □ 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 □ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' □ 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 □ 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 □ 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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SUBJECT: History CREATED BY: Becky Robson February 2014 REVIEW DATE: July 2014

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range o

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| YEAR GROUP: 1 | |
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| Objectives | <p>Key Concepts</p> <ul style="list-style-type: none">• Changes in living memory (linked to aspects of national life where appropriate) <p>national life where appropriate)</p> <p>Key Individuals</p> <ul style="list-style-type: none">• Lives of significant historical figures, including comparison of those from different periods• Significant Local <p>Key Events</p> <ul style="list-style-type: none">• e.g. Bonfire night• Events of local importance |

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| YEAR GROUP: 2 | |
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| Objectives | <p>Key Concepts</p> <ul style="list-style-type: none">• Changes in living memory (linked to aspects of national life where appropriate) <p>national life where appropriate)</p> <p>Key Individuals</p> <ul style="list-style-type: none">•Lives of significant historical figures, including comparison of those from different periods•significant local people. <p>Key Events</p> <ul style="list-style-type: none">•e.g. Bonfire night•Events of local importance |

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| YEAR GROUP: 3 | |
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| Objectives | <p>British History (taught chronologically)</p> <ul style="list-style-type: none">• Stone Age to Iron Age Britain, including:<ul style="list-style-type: none">- <i>hunter-gatherers and early farmers</i>- <i>Bronze age religion, technology & travel</i>- <i>Iron age hill forts</i> <p>Broader History Study</p> <ul style="list-style-type: none">• A local history study, e.g.<ul style="list-style-type: none">- <i>A depth study linked to a studied period</i>- <i>A study over a period of time</i>- <i>A post-1066 study of relevant local history</i> |

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| YEAR GROUP: 4 | |
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| Objectives | <p>British History (taught chronologically)</p> <ul style="list-style-type: none">• Roman Empire & impact on Britain:<ul style="list-style-type: none">- <i>Julius Caesar's attempted invasion</i>- <i>Roman Empire & successful invasion</i>- <i>British resistance, e.g. Boudicca</i> <p>- <i>Romanisation of Britain</i></p> <p>Broader History Study</p> <ul style="list-style-type: none">• Earliest ancient civilisations, i.e.<ul style="list-style-type: none">- <i>Ancient Sumer;</i>- <i>Indus Valley;</i>- <i>Ancient Egypt; or</i>- <i>Shang Dynasty of Ancient China</i> |

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| YEAR GROUP: 5 | |
|---------------|---|
| Objectives | <p>British History (taught chronologically)</p> <ul style="list-style-type: none">• Anglo-Saxons & Vikings, including:<ul style="list-style-type: none">- <i>Roman withdrawal from Britain; Scots invasion</i>- <i>Invasions, settlements & kingdoms</i>- <i>Viking invasions; Danegald</i>- <i>Edward the Confessor</i> <p>Broader History Study</p> <ul style="list-style-type: none">• Ancient Greece, i.e.<ul style="list-style-type: none">- <i>A study of Greek life and achievements and their influence on the western world</i> |

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| YEAR GROUP: 6 | |
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| Objectives | <p>British History (taught chronologically)</p> <ul style="list-style-type: none">• An extended period study, e.g.<ul style="list-style-type: none">- <i>The changing power of monarchs</i>- <i>Significant turning points in British history</i>- <i>Crime & punishment</i>- <i>Leisure</i> <p>Broader History Study</p> <ul style="list-style-type: none">• Non-European society, i.e.<ul style="list-style-type: none">- <i>Islamic civilization, including Baghdad</i>- <i>Mayan civilization</i>- <i>Benin (West Africa)</i> |