

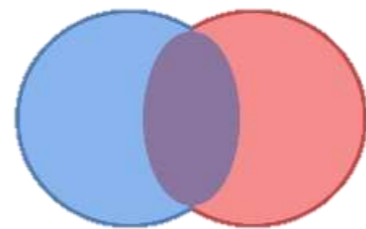


STEETON PRIMARY SCHOOL

HISTORY CURRICULUM



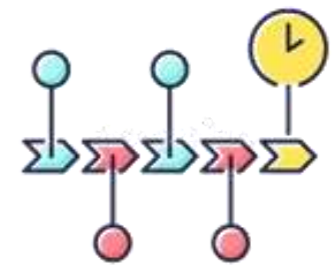
CAUSE AND
CONSEQUENCE



SIMILARITY,
DIFFERENCE AND
SIGNIFICANCE



INVESTIGATE
AND INTERPRET



CHRONOLOGY

HISTORY CURRICULUM AT STEETON PRIMARY SCHOOL

INTENT

At Steeton Primary School, it is our intention that our pupils explore the past in exciting and challenging ways. Our bespoke history curriculum covers the National Curriculum and means our pupils will know of the importance of cultural, national and international history and how this has shaped the world. History has a high profile within our school and is taught alongside geography primarily through a topic-based approach in an engaging and interesting way. The whole school history overview and progression of knowledge and skills means that the National Curriculum is taught in a systematic way meaning children know more and remember more. Progression of knowledge and skills is outlined so that our end points at the end of each phase is clear to all teachers. It is clear to see what children have learnt previously in the phase before and what they will be learning in the next phase of their history education.

In order to promote maximum progression we centred our history curriculum around the research-based approach of repeated concepts. The use of revisiting concepts both within the year and over the years means that knowledge is embedded and children make clear links in their learning.

History lessons teach children the historical knowledge and opportunities to extend their skills through information finding, analysis, evaluation and communication opportunities, alongside being tolerant individuals. Children receive high quality academic learning experiences which is enriched with our 'Pupil Offer' which provides many rich and relevant experiences beyond the classroom.

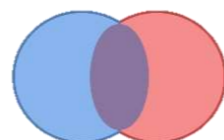
IMPLEMENTATION

The history curriculum at our school is bespoke and has been designed for the children in our school to ensure the National Curriculum is covered in a logical way. In EYFS, children begin to learn about the past and the present through the lives of people around them and from books and storytelling. In KS1 children develop their knowledge of the past, within their living memory and also learn about significant events and people from history as well as a local history study. In KS2 a chronological approach to the history curriculum has been taken. Children will study specific periods in logical order. They will deepen their understanding of chronology from ancient to modern history through topic-based learning.

The whole school history overview is followed, meaning history is taught in a systematic way. Substantive knowledge such as key historical terms and dates are outlined in the medium term plans and the vocabulary progression documents, these are seen as our first order concepts. Our second order concepts, which is the way in which children will be able to understand, make links and organise their knowledge will be taught through KS1 and KS2 are:



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Each history topic is introduced with a 'Big Idea' question, to give children a purpose to their work and to ultimately deepen their historical reasoning. Throughout the topic we teach lessons and children complete activities and research that lead up to answering the Big Idea at the end of the topic. The learning in lessons will equip children with the knowledge and understanding so they are able to answer the question with confidence.

Children will have the opportunity to work independently, in pair and in groups through different styles of lessons and learning in the classroom is often enriched, through our Pupil Offer with external visitors and educational visits to engage and develop a genuine interest in the historical content being taught.

IMPACT

Children at Steeton Primary School have a genuine thirst for historical knowledge. They know more and remember more about history as they make their way through their primary education. The progression of knowledge and skills is clearly outlined so that there is a clear end point for each phase. Teachers know what the children have previously learnt and are able to build on this. They also know what children will be taught in the next phase and can get them ready for this.

Children understand historical concepts and vocabulary and can make links from previous learning. Children have a good understanding of cultural, national and international history and how this has shaped the world. They enjoy history lessons and see the importance of learning about history.

Teachers assess children's learning in every lesson and give support and challenge where appropriate. Children's answers to the Big Idea each half term give teachers a good picture of the children's acquisition of knowledge and understanding over a longer period of time. Parents are kept informed of their child's progress at parents' evenings, through school reports and work is celebrated through School Ping.

HISTORY NATIONAL CURRICULUM AND EYFS STATUTORY FRAMEWORK

EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum taught in the rest of the school. Level expected at the End of EYFS:

Understanding the World

Past and Present ELG:

- Describe talk about the lives of people around them and their roles in society
- Know some of the 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

KS1 National Curriculum

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

KS2 National Curriculum

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- 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 a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

EYFS - KNOWLEDGE AND UNDERSTANDING OF THE WORLD (HISTORY AND GEOGRAPHY FOCUS)

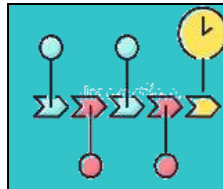
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
My Home, My Street, My City	The Good, The Bad and The Ugly	Our Wonderful World	Seasons Come and Seasons Go	Little People Big Dreams	Awe and Wonder

STEETON PRIMARY SCHOOL HISTORY AND GEOGRAPHY OVERVIEW



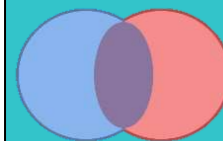


PROGRESSION OF KNOWLEDGE AND SKILLS



CHRONOLOGY

KSI	LKS2	UKS2
<p>KSI History National Curriculum: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time order dates from earliest to latest on simple timelines sequence pictures from different periods describe memories and changes that have happened in their own lives 	<p>KS2 History National Curriculum: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 	<p>KS2 History National Curriculum: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately accurately use dates and terms to describe historical events understand and describe in some detail the main changes to an aspect in a period in history understand how some historical events/periods occurred concurrently in different locations



SIMILARITY, DIFFERENCE AND SIGNIFICANCE

KSI	LKS2	UKS2
<p>KSI History National Curriculum: Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present identify similarities and differences between ways of life in different periods know and recount episodes from stories and significant events in history understand that there are reasons why people in the past acted as they did describe significant individuals from the past 	<p>KS2 History National Curriculum: Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> find out about the everyday lives of people in time studied compared with our life today identify key features, aspects and events of the time studied describe connections and contrasts between aspects of history, people, events and artefacts studied 	<p>KS2 History National Curriculum: Pupils should deepen their understanding of connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children



CAUSE AND CONSEQUENCE

KSI	LKS2	UKS2
<p>KSI History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none"> • identify things in the past that have shaped their lives today 	<p>KS2 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes • explain how people and events in the past have influenced life today • Suggest causes and consequences of some of the main events and changes in history 	<p>KS2 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people • examine causes and results of great events and the impact these had on people



INVESTIGATE AND INTERPRET

KSI	LKS2	UKS2
<p>KSI History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none"> • talk, write and draw about things from the past • use historical vocabulary to retell simple stories about the past • Use artefacts, pictures, stories, online sources and databases to find out about the past • Observe or handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happened? How long ago? • identify some of the different ways the past has been represented 	<p>KS2 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none"> • present, communicate and organise ideas about the past (examples include: models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides) • start to present ideas based on their own research about a studied period use evidence to ask questions and find answers to questions about the past • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • describe different accounts of a historical event, explaining some of the reasons why the accounts may differ 	<p>KS2 History National Curriculum:</p> <p>Children can:</p> <ul style="list-style-type: none"> • present, communicate and organise ideas from the past using different genres of writing (examples include: instructions, accounts, diaries, letters, information/travel guides, posters, news reports) • plan and present a self-directed project or research about the studied period • use and select sources of evidence to deduce information about the past giving reasons for choice • understand that no single source of evidence gives the full answer to questions about the past

WHOLE SCHOOL 'BIG IDEA' QUESTIONS

YEAR A	KSI	LKS2	UKS2
Autumn 1	Have cars changed our lives?	How has the way people communicate changed over time?	Who was Marie Curie?
Autumn 2	How is Keighley like Kenya?	Would you rather live in Bradford, Brussels or Brasilia?	Would you rather live in Manchester, Monaco or Mexico?
Spring 1	Is weather dangerous?	Why is water important?	What is a mountain and how is it formed?
Spring 2	What do we know about France?	Why is Greece a popular tourist destination?	What is it like to live in Egypt in 2023?
Summer 1	Who was Samuel Pepys?	Would you rather be from Athens or Sparta?	Who was Tutankhamun?
Summer 2	Was children's TV better in the past?	Is there a future for cinema?	Has the theatre always been popular?

YEAR B	KSI	LKS2	UKS2
Autumn 1	A United Effort - What a load of rubbish!	A United Effort - Keen to be green.	A United Effort - Why are our clothes so cheap?
Autumn 2	How do we know the dinosaurs existed?	Would you rather live during the Iron Age or the Stone Age?	How has archaeology unlocked the past?
Spring 1	Why do we have a monarch?	The Romans were good for Britain. Do you agree with this statement?	What did the Vikings ever do for us?
Spring 2	Where do we live?	Who were the Booth sisters?	Who owns Cliffe Castle?
Summer 1	Where does our food come from?	What and who did people of Benin trade with?	Why was cacao so important to the Mayans?
Summer 2	How can you win the World Cup?	Classical music is the best type of musical style. Do you agree with this statement?	Is magic real?

VOCABULARY PROGRESSION FOR GEOGRAPHY AND HISTORY (YEAR A)

KSI		LKS2		UKS2	
Inventors and Inventions		Inventors and Inventions		Inventors and Inventions	
Focus on inventors of locomotion and different types of travel		Focus on inventors of communication		Focus on inventors of modern medicine	
timeline sequence past present significant similarities differences future century modern	locomotion invention inventor engine vehicle transport continent globe atlas	communication telephone internet television prototype trial source evidence	achievements error design problem solving significance (to modern day) influenced (modern day life) consequence	modern medicine innovation processes patent disease infection infectious illness health scientist	laboratory Nobel Prize cancer radiology anaesthesia impact (on modern day life) radioactivity X-Ray Polonium radium
Keighley and Kenya		Bradford, Brussel and Brasilia		Manchester, Monaco and Mexico	
Similarities and differences between Keighley and Kenya.		Similarities and differences between Bradford, Brussels and Brazil.		Similarities and differences between Manchester, Monaco and Mexico.	
city town village factory farm house shop key Europe England	compare contrast human features physical features map fieldwork equator North Pole South Pole Africa Kenya	Bradford England Belgium South America Settlement land	human features physical features similarities differences culture climate	Manchester England Monaco France Mexico South America economics	human features physical features demographics similarities differences culture climate energy food minerals water
Wonderful Weather		Wonderful Water		Marvellous Mountains	
Identify hot and cold places around the world and look at daily and seasonable weather patterns in the UK.		A study into different forms of water and a study into the local River Aire and other major rivers in the UK and the world.		A study into the formation of mountains and the major mountains and volcanoes of the UK and the world.	
map atlas globe north, south, east, west direction compass	equator North Pole South Pole weather tornado hurricane sleet hail snow extreme flood heatwave	river stream lake reservoir canal sea estuary tributary meander River Aire Amazon River Nile The Volga River Thames River Ganges	fertile valley mouth bank basin channel delta dam flood floodplain freshwater saltwater oxbow lake source	mountain volcano physical feature formed mountain ranges atlas expedition base camp	tourism eco-tourism global warming endangered animals/plants adaptation Kilimanjaro Mawanzi Kibo Everest summit peak

KSI		LKS2		UKS2	
Fantastic France		Glorious Greece		Enchanting Egypt	
A study into the culture of France alongside the human and physical geography features.		A study into the culture of modern day Greece alongside the human and physical geography features.		A study into the culture of modern day Egypt alongside the human and physical geography features.	
harbour valley city town village port house harbour shop map atlas globe channel beach cliff	Europe culture Paris Eiffel Tower cuisine tradition gite coast hill mountain ocean sea river valley weather	settlement land use weather landmark national language Parthenon Meteora Delphi Theatre of Epidaurus Colossus of Rhodes	Athens Euro Climate Tourism Olympic Games	River Nile distribution of resources trade links population Africa	Mount Catherine Arabic The Suez Canal Agriculture Cairo Alexandria
The Great Fire of London		Ancient Greeks		Ancient Egyptians	
A study into the Great Fire of London as a significant event beyond living memory.		A study of Ancient Greek life and achievements and their influence on the western world.		The achievements of Ancient Egypt as one the earliest civilizations. An overview of where and when the first civilizations appeared and a depth study.	
source similarities past present differences sequence significant identify evidence capital city map diary thatched roof wooden houses	Mayor Thomas Farrinor Tower of London Samuel Pepys Pudding Lane disaster squirts leather bucket fire hook gun powder monument cathedral plague	philosophy Athenians Spartans democracy Olympics Zeus Temple Achievements Influence (on the Western World)	Ancient Civilisation sources chronology empire slave soldier	archaeologists afterlife amulet Canopic jar pharaoh pyramid sarcophagus scarab River Nile scribe sphinx tomb burial chamber	dynasty Giza hieroglyphics Mummy Mummification embalming papyrus pharaoh Tutankhamun Ancient Sumer The Indus Valley Ancient Egypt The Shang Dynasty of Ancient China
TV Over Time		At the Movies		Thrilling Theatre	
Changes within and beyond living memory in children's television.		A study of film and cinema, and the changes of film through time, as an aspect of British history that extends pupils' chronological knowledge beyond 1066.		A study of theatre and the changes of theatre through time, as an aspect of British history that extends pupils' chronological knowledge beyond 1066.	
John Logie Baird BBC British Broadcasting Company black and white TV	colour TV entertainment analogue Freeview satellite	cinema Edison Company Kinetoscope Lumiere Brothers silent movie 3D films	special effects acting Hollywood Bollywood blockbuster entertainment	live script Shakespeare theatre The Globe Romeo and Juliet pantomime The Alhambra, Bradford	themes love conflict family tragedy comedy musical theatre West End

VOCABULARY PROGRESSION FOR GEOGRAPHY AND HISTORY (YEAR B)

KSI		LKS2		UKS2	
A United Effort 'What a load of rubbish.'		A United Effort 'Keen to be green.'		A United Effort 'What are clothes so cheap?'	
Focus on Reduce, Reuse, Recycle.		Focus on global warming, changes to animals habitats and the impact for the future.		Focus on where clothes come from, what the fast fashion industry is and how this industry is damaging our world.	
reduce reuse recycle ocean pollution waste decomposition single use plastic landfill		environment global warming climate change eco footprint greenhouse gases fossil fuels oil natural gases hole in ozone	sustainable renewable landfill change to habitat interdependence of food chains citizenship future generations	fast fashion cheap waste micro plastics landfill ocean pollution industry supply chains sustainable Fairtrade	
Dinosaurs		Stone Age to Iron Age		Anglo-Saxons and Scots	
Focus on Mary Anning as a significant individual from the past, an in-depth study into dinosaurs and how we know about them.		Changes in Britain from the Stone Age to the Iron Age		Britain's settlement by Anglo-Saxons and Scots	
extinct fossils prehistoric herbivore carnivore omnivore scales claws tail museum teeth	Mary Anning Stegosaurus Triceratops Pterodactyl Tyrannosaurus Rex Iguanodon Apatosaurus Velociraptor meteor skeleton egg palaeontology	Neolithic Man Neolithic Woman mammoth jewellery cave painting spears fur pelt archaeology archaeologist prehistory remains	cave bronze iron ore domestication Skara Brae Historian flint bow and arrow hunt museum	archaeology archaeologist runes Sutton Hoo Mercia East Anglia Northumbria Sussex Essex Wessex Kent Jewellery	settlement settler invader Pagan Alfred the Great King Arthur Source Amulet Shield brooch excavate museum

Kings and Queens		Romans		Vikings	
British monarchy and the famous kings and queens whose actions had a significant historical impact		The Roman Empire and its impact on Britain.		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	
monarchy monarch Queen King Prince Princess throne crown crown jewels	Buckingham Palace Windsor Castle Queen Elizabeth Prince Charles Prince William	empire conquer invasion gladiator myth Colosseum amphitheatre temple soldier	Invader aqueduct barbarian century consul emperor museum	Alfred the Great King Edward freeman horn cup long boat axe sword shield spear	slave archer runes long house excavate museum
Our Locality		Our Locality		Our Locality	
Our school, our village, local towns (Saltaire) and the history of mills in Steeton and Saltaire. Field work and observations of our local area. Significant people from the past include Salt and Hockney.		Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies, alongside the local history (Steeton/Steeton Hall). Significant people from the past: Booth sisters (founders of Salvation Army who lived at Steeton Hall).		Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies, alongside the local history (Keighley/Cliffe Castle). Significant people from the past: Sir Bracewell Smith who turned Cliffe Castle into a public park).	
map route North East South West symbols key aerial photograph human features physical features	mill industrial history shop office canal river stream hill road museum	Ordnance Survey Map local area sketch map human features physical features Salvation Army river	coordinates North East South West Steeton Steeton Hall use of land	North South East West North-East South-East North-West South-West use of land Cliffe Castle museum	plans graphs Ordnance Survey Map sketch map coordinates fieldwork measure observe record index
Field to Fork (England)		Farm to Fork (Benin)		Bean to Bar (Mayans)	
Look at different farming methods from the past and present, find out about where our food comes from and how it travels from the fields to our forks in England and trade links to further afield.		Study Benin culture as a non-European society that provides contrasts with British history, with in depth study into their farming and trade.		Study Mayan culture as a non-European society that provides contrasts with British history, with in depth study into their farming and trade.	
animals plants farm sea ocean cow sheet pig chicken farmer	field farm combine harvester harvest vegetable fruit grain processed	West Africa Dynasty Kingdom trade farming	cowrie shells brass manilla bracelets ivory peppercorns art fabric carved wood papaya beans cotton	Mesoamerica civilisation	cocoa beans chocolate ornaments knives salt jade honey feathers

Sport		Music		Magic	
Learn about lives and achievements of significant sports people. Learn about the history of sports tournaments (The Olympics/ The World Cup)		A study into music as an aspect of British history and the significant individuals that have shaped this type of entertainment.		A study into magic as an aspect of British history and the individuals that are significant.	
sport physical activity athletics football netball hockey rugby competition international	rules tournament competitors tournament league event	Renaissance Baroque Classical Romantic Modern Contemporary sheet music lyrics singing instruments	composer singer perform solo ensemble staff live music concert chronology	chronology magician with wizard spell sleight of hand potion cauldron fictional	witchcraft powers prophecy Magic Circle belief modern medicines cured scientific explanations