

History and Geography are taught via a themed approach. Where no specific content is listed, opportunities will be taken within other subjects to revise, revisit and enhance historical learning and skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<p>INTENT – Luddenden CE School is committed to providing an environment which celebrates and encourages difference, innovation and courage. Our History curriculum aims to ensure that all pupils develop an appreciation the rich history of their locality and coherent knowledge, understanding and curiosity about the past in our local area, Britain and the wider world. Pupils will learn about and take inspiration from a wide range of influential historical figures. They will be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, thus enabling them to begin 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. Our core values in History are respect, empathy, belonging and courage.</p> <p>IMPLEMENTATION – In order to heighten interest and enthusiasm for history, we adopt a topic approach where pupils can become immersed in their studies. Pupils will experience a range of well-planned historical learning activities that provide stimulating, real-life contexts for learning. We create opportunities for our pupils to use their own understanding of our world to meaningfully acknowledge the impact of the past. We make best use of cross-curricular links and books to enhance historical learning. History will be used to teach pupils directly about diversity and anti-discrimination - pupils will be taught black history and will learn about important figures from minority/underrepresented groups.</p> <p>IMPACT – The history curriculum reflects the diversity of the world. Pupils experience multidimensional learning about the past and begin to understand the implications and impact of Britain’s past upon its subject peoples. Pupils are interested in the past and can describe confidently the key features of periods studied. Pupils take inspiration and information from people/s and events from the past to shape their own lives, relationships and accomplishments.</p>						
Year 1	<ul style="list-style-type: none"> explain what an object from the past might have been used for – weather forecasting/reading instruments talk about winter weather in the past – in their living memory and that of family members 	<ul style="list-style-type: none"> explain how I have changed since I was born – Link to birthdays and baptism (RE) talk about how tasks from the past have been made easier with the introduction of modern machinery – link to making bread (English) show an understanding of historical terms, such as monarch, parliament, government, war, remembrance 	<ul style="list-style-type: none"> explain what it means for an animal to become extinct 	<ul style="list-style-type: none"> recognise that some objects belonged to the past and ask and answer questions about them - toys use words and phrases like: old, new, past, present, a long time ago place objects along a chronological timeline - toys spot old and new things in a picture 	<ul style="list-style-type: none"> explain how some people have helped us to have better lives e.g. Florence Nightingale, Mary Seacole spot old and new things in a picture recognise that some objects belonged to the past – e.g. medical instruments 	<ul style="list-style-type: none"> know about significant events in history e.g. moon landing (20/7), NHS (5/7)
Year 2	<ul style="list-style-type: none"> talk about our own history- link to ‘Ourselves’ – Simple Family History e.g. Family Tree. 	<ul style="list-style-type: none"> Learn about the Great Fire of London – Link to DT – Tudor Houses. answer questions using books and the internet use words and phrases like: before, after, past, present, then and now recount the life of someone famous from Britain who lived in the past. explain what they did earlier and what they did later – Link to GFOL. 	<ul style="list-style-type: none"> research the life of a famous person from the past using different sources of evidence – Link to POR Text – Space. Compare significant individuals – Tim Peake and Neil Armstrong. – Link to POR Text – Space. 		<ul style="list-style-type: none"> answer questions using books and the internet - Linked to Science and PHSE - environmental issues and habitats. use words and phrases like: before, after, past, present, then and now – Link to R.E. - What did Jesus teach and how did he live? 	<ul style="list-style-type: none"> give examples of things that were different when my grandparents were children – Link to Music – History of Music, and Geog – changes in the school and local area. find out things about the past by talking to an older person e.g. parents / grandparents.
Year 3	<p>DEPTH STUDY – Ancient Egypt</p> <ul style="list-style-type: none"> use a timeline within a specific period of history to set out the order that things may have happened use my mathematical knowledge to work out how long ago events happened use research skills to find answers to specific historical questions learn about the lifestyles and achievements of the Ancient Egyptians 		<ul style="list-style-type: none"> describe events from the past using dates when things happened. 		<p>DEPTH STUDY - Vikings & Saxons</p> <ul style="list-style-type: none"> explain some of the times when Britain has been invaded describe events from the past using dates when things happened use a timeline within a specific period of history to set out the order that things may have happened research in order to find similarities and differences between two or more periods of history use research skills to find answers to specific historical questions 	
Year 4	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (compare historical Luddenden/Halifax and modern equivalents) Explore economic activity and trade (textiles and Piece Hall) 		<p>DEPTH STUDY - changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> plot events on a timeline using centuries explain how historic items and artefacts can be used to help build up a picture of life in the past use research skills to find answers to specific historical questions 		<p>DEPTH STUDY – the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> explain how the lives of wealthy people were different from the lives of poorer people explain how historic items and artefacts can be used to help build up a picture of life in the past explain how an event from the past has shaped our life today research two versions of an event and explain how they differ research what it was like for children in a given period of history and present my findings to an audience 	

Year 5	<p>Out of this World</p> <ul style="list-style-type: none"> • appreciate the historical development of the geocentric and heliocentric models of the Solar System • create a timeline of space travel and exploration. 	<p>DEPTH STUDY - Ancient Greece</p> <ul style="list-style-type: none"> • study Ancient Greek life and achievements and their influence on the western world • draw a timeline with different historical periods showing key historical events or lives of significant people • compare two or more historical periods; explaining things which changed and things which stayed the same • test out a hypothesis in order to answer questions 	<p>River Deep Mountain High</p> <ul style="list-style-type: none"> • understand the importance of river travel in history • create a timeline of exploratory achievements – including conquering the mountains of the world 	<p>DEPTH STUDY - On Our Doorstep</p> <ul style="list-style-type: none"> • draw a timeline with different historical periods showing key historical events or lives of significant people • compare two or more historical periods; explaining things which changed and things which stayed the same • explain how Parliament affects decision making in England • explain how our locality has changed over time • test out a hypothesis in order to answer questions 	
Year 6	<p>Contrasting Countries</p> <ul style="list-style-type: none"> • Describe the culture/leisure activities, way of life/places and/or actions of people in the past and present. Use photographs, artefacts, art, historic buildings and monuments as evidence about the past. 	<p>DEPTH STUDY - World War II</p> <ul style="list-style-type: none"> • place features of historical events and people from the past societies and periods in a chronological framework • summarise the main events from a period of history, explaining the order of events and what happened • summarise how Britain has had a major influence on the world • summarise how Britain may have learnt from other countries and civilizations (historically and more recently) • identify and explain differences, similarities and changes between different periods of history • identify and explain propaganda • describe a key event from Britain’s past using a range of evidence from different sources • describe the features of historical events and way of life from periods studied; presenting to an audience 	<p>DEPTH STUDY – Mayans</p> <ul style="list-style-type: none"> • describe the features of historical events and way of life from periods I have studied; presenting to an audience • summarise how Britain may have learnt from other countries and civilizations (historically and more recently) • identify and explain differences, similarities and changes between different periods of history • place features of historical events and people from the past societies and periods in a chronological framework • summarise the main events from a period of history, explaining the order of events and what happened 	<p>Victorians</p> <ul style="list-style-type: none"> • describe a key event from Britain’s past using a range of evidence from different sources • describe the features of historical events and way of life from periods I have studied; presenting to an audience • place features of historical events and people from the past societies and periods in a chronological framework • summarise the main events from a period of history, explaining the order of events and what happened • learn about slavery and Britain’s role in the slave trade • summarise how Britain has had a major influence on the world 	<p>Malala Yousafzai</p> <ul style="list-style-type: none"> • place features of historical events and people from the past societies and periods in a chronological framework • study events beyond living memory that are globally significant. • learn about the lives of significant individuals in the past who have contributed to international achievements.

HISTORY OVERVIEW

KEY STAGE 1

- 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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KEY STAGE 2

- 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.