



Goldenhill Primary Academy- Coverage of Statutory Programme of Study for History



KS1

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:	Where is this taught in our year 1 curriculum?	Where is this taught in our year 2 curriculum?
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Childhood- (everyday life and families today, including comparisons with childhood in the 1950s) School Days (own school and locality, both today and in the past. Comparing schooling in the Victorian era to their experiences today)	Movers and Shakers (Significant individuals from the past and the present that have made changes to several aspects of national life)
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Childhood- events commemorated through anniversaries Bright Lights, Big City- Great Fire of London	Movers and Shakers-
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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	School Days (Samuel Wilderspin-invented the school playground) Queen Victoria- Queen in Victorian era key facts) Bright Lights Big City (Samuel Pepys Queen Elizabeth II current monarch) Childhood (Queen Elizabeth II)	Coastlines (comparison) Magnificent Monarchs (Queen Elizabeth I and Queen Victoria) Movers and Shakers (comparison) (Rosa Parks, Emmeline Pankhurst, Malala, Neil Armstrong and Christopher Columbus)
significant historical events, people and places in their own locality.	School Days Childhood	
Local History Study*	What are all the chimneys I can see?	Who was Josiah Wedgwood?



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KS2

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:	Where is this taught in our year 3 curriculum?	Where is this taught in our year 4 curriculum?	Where is this taught in our year 5 curriculum?	Where is this taught in our year 6 curriculum?
Changes in Britain from the Stone Age to the Iron Age	<u>Through the Ages</u> -British prehistory from the Stone Age to the Iron Age -Changes to people and lifestyle caused by ingenuity, invention and technological advancement.			
- The Roman Empire and its impact on Britain Significant Individuals - Boudicca - Julius Caesar	<u>Emperors and Empires</u> -Boudicca -Impact on Britain -Impact on local area -History of ancient Rome -Structure of ancient Rome -the Roman Empire (including exploration of the Romanisation of Britain).			
Britain's settlement by Anglo-Saxons and Scots Significant Individuals: King Athelstan		<u>Invasion</u> -life in Britain after the Roman withdrawal. Anglo-Saxon and Viking invasions up to the Norman conquest.		



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		-Legacy of Norman Invasion -Everyday life in Viking Britain -King Athelstan		
• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Significant Individuals: • Comparison between Alfred the Great, King Athelstan and their achievements.		<u>Invasion</u> -life in Britain after the Roman withdrawal. Anglo-Saxon and Viking invasions up to the Norman conquest. -Legacy of Norman Invasion -Everyday life in Viking Britain		
• 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: <u>Ancient Sumer;</u> <u>The Indus Valley;</u> <u>Ancient Egypt;</u> (Y4)<u>The Shang Dynasty of Ancient China</u> (Y5) Y4 Significant Individuals: • Tutankhamun & Howard Carter • Lord Carnarvon • 5 significant Pharaohs (Tutankhamun, Cleopatra, Akhenaten, Ramesses & Hatshepsut) Y5 Significant Individuals: • Fu Hao • Di Xin		<u>Ancient Civilisations</u> -Three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. - the rise -lifestyle -achievements -end of each civilisation.	<u>Dynamic Dynasties</u> -history of ancient China, focusing primarily on the Shang Dynasty - lasting legacy of the first five Chinese dynasties -Which can still be seen in the world today	



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- Ancient Greece - a study of Greek life and achievements and their influence on the western world Significant Individuals - Socrates - Plato - Alexander the Great - Pythagoras			<u>Ground breaking Greeks</u> Inventions Olympics City state of Athens in the Classical age Exploring the lasting legacy of ancient Greece. Great Athenians	
- 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. Significant Individuals - Martin Luther King - Mary Seacole - John Hawkins - Rosa Park - Marcus Rashford				<u>Maafa</u> -Africa past and present - Development of the slave trade - Britain's role in the transatlantic slave trade - Causes and consequences of the European colonisation of Africa - Worldwide communities that make up the African diaspora. -Multicultural -Significant Black Britons - Race Equality Act
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Significant Individuals - Anne Frank - Adolph Hitler				<u>Britain at War</u> - causes, events and consequences of the First and Second World Wars -influence of new inventions on warfare -how life in Great Britain was affected



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Local Veteran Eric				-legacy of the wars in the post-war period. -Link to local history - Significant Leaders
A local history study	<u>Urban Pioneers</u> <u>Local History Fortnights</u> How did Middleport Pottery change the way that pottery was produced?	<u>Local History Fortnights</u> How did things move in Stoke-on-Trent?	<u>Local History Fortnights</u> What was it like to work in a coal mine? (The history of Goldenhill)	<u>Local History Fortnights</u> What was it like to live in Stoke-On-Trent during WW2? Reginald Mitchell