

## Subject: History

## Overview with National Curriculum Objectives

### History at Oughton

#### History Intent

We provide a broad History curriculum that provides children with a chronological narrative of the British Isles, from the distant past to the present day, thus gaining an understanding of their own cultural heritage. This will run alongside study of the great civilisations of the past. In our History curriculum, we are dedicated to inspiring children's curiosity and providing them with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective. Children will have access to a wide range of historical sources, which will include living history and trips, which will not only drive their analytical thought, but also provide high level historical vocabulary, which the children can take with them into later life. In addition, we will ensure that, through historical study, the children will understand the links between societies and the complex influences on people's lives; how a change on a political, military or national level can affect a community. Our curriculum will also expose the children to the effects of societies on one another: how no historical society existed in isolation, how civilisations changed over time and how their own culture was influenced by other societies. Finally, the children will gain an understanding of the role of their local area in wider British and Global events, how they affected Hitchin and what Hitchin offered during these periods of turmoil.

We aim to ensure children:

- understand how events in the past have influenced life today.
- experience quality historical sources including living history and visits to places of significance.
- develop curiosity and an interest in the past, showing respect for others, in order to inform the future.

| Year Group | Autumn 1                    | Autumn 2 | Spring 1           | Spring 2 | Summer 1                              | Summer 2 |
|------------|-----------------------------|----------|--------------------|----------|---------------------------------------|----------|
| Focus      | Chronological understanding |          | Historical Enquiry |          | Knowledge & Interpretation Vocabulary |          |

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|------------|---|----------|---|----------|--|----------|
| Nursery    | <ul style="list-style-type: none"> <li>Retell past events in correct order</li> <li>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>Remembers &amp; talks about significant times or events for family &amp; friends</li> <li>Begin to make sense of own life-story &amp; family's history</li> </ul> |          | <ul style="list-style-type: none"> <li>Question why things happened &amp; give explanations</li> <li>Understand why and how questions</li> <li>Asks who, what, when &amp; how</li> </ul>  |          | <ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time</li> <li>Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</li> <li>Bring in photographs, videos, visitor</li> <li>Preserve memories of special events e.g. make a book, video, photos</li> <li>Share stories about people from the past</li> <li>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>Understand and use vocabulary such as: how, why, because</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because</li> </ul> |          |
| Reception  | <ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking and events</li> <li>Compare &amp; contrast characters from stories, including figures from the past</li> <li>Comment on images of familiar situations in the past</li> </ul>   |          | <ul style="list-style-type: none"> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> <li>Understands questions such as who, why, when, where &amp; how</li> <li>Understands a range of complex sentence structures including tense markers</li> <li>Engage in non-fiction books</li> </ul> |          | <ul style="list-style-type: none"> <li>Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li> <li>Articulate ideas &amp; thoughts in well-formed sentences</li> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> <li>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain</li> </ul>   |          |

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|------------|---|----------|---|----------|--|----------|
| Year 1     | <b>Personal Timeline, Queen Elizabeth II and Guy Fawkes</b> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally or events commemorated through festivals .</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> |          | <b>Great Fire of London</b> <ul style="list-style-type: none"> <li>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]</li> </ul>           |          | <b>Comparison of British holidays</b> <ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> </ul>  |          |
| Year 2     | <b>Lives of significant people</b> <ul style="list-style-type: none"> <li>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 : Florence Nightingale.</li> </ul>  |          | <b>Victorian Homes – Changes over time</b> <ul style="list-style-type: none"> <li>Changes within living memory.</li> <li>events beyond living memory that are significant nationally or globally.</li> <li>significant historical events, people and places in their own locality.</li> </ul> |          | <b>History of transport over time and significant people associated with it</b> <ul style="list-style-type: none"> <li>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: Wright Brothers.</li> <li>Changes within living memory.</li> </ul> |          |
| Year 3     | <b>Stone Age</b> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age :</li> <li>late Neolithic hunter-gatherers and early farmers</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>                  |          | <b>Roman Britain</b> <ul style="list-style-type: none"> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian’s Wall</li> </ul>  |          |  |          |

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|------------|---|----------|---|----------|--|----------|
| Year 4     | <b>Britain's settlement by Anglo-Saxons and Scots</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots Examples :</li> <li>Roman withdrawal from Britain in c. AD 410</li> <li>Anglo-Saxon invasions, settlements and kingdoms</li> <li>Anglo-Saxon art and culture</li> </ul> |          | <b>Viking raids and invasions</b><br><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England</li> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>Danegeld</li> </ul> |          | <b>Depth study of Ancient Egypt</b> <ul style="list-style-type: none"> <li>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 Egypt</li> </ul> |          |
| Year 5     | <b>The Aztecs</b> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: Mayan / Aztec civilization c. AD 900</li> </ul>   |          | <b>Life in Tudor Times</b> <ul style="list-style-type: none"> <li>A local history study</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>   |          |  |          |
| Year 6     | <b>World War Two – The impact of the war on Britain</b> <ul style="list-style-type: none"> <li>a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>  |          | <b>Ancient Greece – study of Greek life and their achievements</b> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>   |          |  |          |

**Promoting British Values at Oughton Primary and Nursery School:**

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There are opportunities for the promotion of British Values throughout the History Curriculum, focusing on: Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs

History promotes these values through discussions and enquiries, understanding how people lived in the past and the influence on their local area. History promotes diversity and gives our children an understanding of the wider world.

**The Rule of Law** is demonstrated through the History curriculum and the school's promotion, sharing and adherence to our Promoting Positive Behaviour Policy. Behaviour for Learning is promoted throughout the school.

At Oughton, our Scheme of work shows progression and the building of skills following the National Curriculum. Our Knowledge Sheets compliment this overview and focus on the core knowledge, key vocabulary and prior learning.

We comply with the Equality Act 2010 and the Special Educational Needs and Disability Regulation 2014 by ensuring that the History Curriculum is accessible for **all** learners through adaptations to meet the needs of our children.

Parents / Carers - if you wish to find out more about our History Curriculum, please email [admin@oughton.herts.sch.uk](mailto:admin@oughton.herts.sch.uk) and ask the History Subject Leader to contact you.