

St Joseph's Catholic Primary School



History Rationale

At St. Joseph's the children are taught History and Geography on a two year rolling programme.

Year 1/2 – Cycle A

In the autumn term Y1/2 start with learning about the changes within living memory with a focus on transport. The unit is sequenced by looking at how transport has changed within living memory.

In the summer term Year 1/2 focus on the lives of significant individuals in the past who have contributed to national/ international achievements. The children compare aspects of life in different periods including: Pieter Bruegel and LS Lowry. Learning is further enhanced through a visit to Salford Quays Lowry gallery.

Year 1/2 – Cycle B

In the autumn term the children learn about changes within living memory. These are be used to reveal aspects of change in national life – shopping Trip to Sextons bakery compare with Bakers shop in the Great Fire of London. The children also learn about events beyond living memory that are significant nationally/globally [e.g. Great Fire of London events commemorated through anniversaries, Gunpowder Plot, Remembrance Day, etc.]. This is linked to Geography as the children use simple fieldwork and observational skills to study shops in the local area. They build up early mapping skills -devise a plan of class shop then simple map of local area. They use basic symbols in a key. They also look at how buildings/shops have changed over time link to History – changes within living memory.

In the summer the children learn about lives of significant individuals in the past who have contributed to national and international achievements. Some are used to compare aspects of life in different periods e.g. Christopher Columbus & Neil Armstrong link to Ellen MacArthur and Tim Peake! Maybe Scott or Shackleton link to cold areas!

Year 3/4 - Cycle A

In the autumn term the children start right back in prehistory whilst learning about Stone Age as part of the Changes in Britain from the Stone Age to the Iron Age unit. Timelines are returned to throughout the unit to ensure children understand and remember the three different periods and key changes. Links are made to geography, settlements and the changing landscape – this is a concept which is returned to throughout the key stage. Children use artefacts to make inferences about how people lived and learning is enhanced by in school workshops.

In the summer term Y4 children learn about The Romans, the Roman Empire and its impact on Britain. In this unit children return back to the history of Britain and life in 55B.C to understand why the Roman's invaded Britain and their impact. Children learn about key concepts such as invasion, immigration and the 'push and pull' of the Roman Empire. The children learn about the Roman town – Pompeii. The depth study of Pompeii links to the geography regional study and the effect of volcanoes on the town. The children will learn how the archaeological remains provide a detailed glimpse of a Roman town captured and preserved in the disastrous volcanic eruption.

Year 3/4 - Cycle B

In the autumn term the children learn about the 4 Ancient civilizations and their achievements. Children return once more to chronology and also the significance of geography, such as rivers and latitude on determining where the earliest civilisations were founded. By looking at the 4 ancient civilizations and also looking back at autumn and spring learning children have opportunity to look for connections, contrasts and trends. Learning is enhanced by a visit to the World museum in Liverpool.

In the spring term the children learn about Ancient Greece and their influence on the world today. Links are made to what was happening in Prehistoric Britain and the rest of the world at the same time to enable the children to revisit and build on learning from cycle A. Links are also made to geography when children consider why the geography of Ancient Greece was so significant and lead to them influencing the countries around them as the Greeks traded around the Mediterranean for the resources which weren't available in their own country. The children learn how it was this process which meant the Ancient Greeks spread their influence over a wide area. Learning is enhanced through a trip to the Walker Gallery (architecture, sculptures, myths and legends through art). At the end of the unit children think critically, weigh evidence and develop their own perspective and judgment on which was the greatest Greek influence and how the Ancient Greeks changed the world.

Year 5/6 – Cycle A

Cycle A is History based and Cycle B is Geography based

In the autumn term children continue their chronological narrative of Britain from lower KS2. They learn about what happened in Britain after the Romans left in a unit on the Anglo Saxons, Scots and Vikings. The unit begins with the demise of the Roman Empire, which enables children to understand the 'power vacuum' left in Britain and what happened because of it. Links are made to geography with where invaders came from, where they settled and the significance of place names. Children use a range of sources to see how historical events are depicted and consider the origin of accounts before reaching judgments about their accuracy. Recent findings are used to examine how our understanding of history is constantly changing and links are also made in English with a modern version of the Anglo-Saxon story of Beowulf. Learning is enhanced by workshops at Tatton Park which explores the settlement, life and culture of the Anglo-Saxons and Vikings.

In the spring term children study the Maya as an opportunity to look at a non-European society that provides contrasts with British history. Children revisit learning from Y3/4 by looking at similarities and differences between the Maya compared to those living in Stone Age Britain at the time. Links are also made to science through earth and space and in geography through looking at Central America. Key themes which have featured across the key stage such as empire, trade and settlements are looked at making links back to prior learning and children use a range of evidence sources to help them understand more about the Maya civilisation and the mystery around its demise. Learning is enhanced through a Mayan Civilisation workshop by Dr Diane Davies, an archaeologist.

In the summer term children learn about the impact of wars on their region through time (local history study) with a focus on the English Civil War, World War 1 and World War 2. This carries on children's chronological narrative and also looks at how WW1 began, how it ended and how it had an impact, as the peace treaty signed eventually led to another World War just 20 years later. Links are made to the local area and learning is enhanced through visits to the Imperial War museum.