



# St. Augustine of Canterbury Catholic Primary School

*“Created by God to love and learn”*

## Our History Curriculum

Our Core Values:

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God’s children to succeed to their full potential as we are **Created by God to love and learn.**

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we strive to equip children with the skills, knowledge and understanding necessary to make informed choices about the important things in their lives. We believe that effective and stimulating teaching will lead to consistent and quality learning experiences to help children to lead happy and rewarding lives.

We consider the following ten values as instrumental when framing the life of the school.

- **Respect:** of ourselves and our neighbour both near and far from every culture and faith.
- **Love:** of everyone and everything God created.
- **Humility:** knowing that we are one of many and avoid selfishness
- **Courage:** in the face of the unknown or meeting a new challenge or just having a go!
- **Responsibility:** for our actions or inaction
- **Compassion:** showing care and support to others
- **Perseverance:** never giving up
- **Service:** supporting others by giving of our time, organising charitable activities
- **Honesty:** in thought and deed
- **Curiosity:** a pre-requisite for learning about the world about us

## Our Approach, Aim, and Curriculum

Our key curriculum drivers are determined by our values and the needs of our learners:

**Inclusivity Creativity Curiosity Oracy**

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## KS1 – Curriculum Map

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>NATIONAL CURRICULUM</b>					
<ul style="list-style-type: none"> <li>Events beyond living memory, significant nationally or globally – <b>The Great Fire of London</b></li> <li>Lives of significant individuals – <b>Kings and Queens</b></li> <li>Events beyond living memory - <b>Toys</b></li> </ul>	<ul style="list-style-type: none"> <li>Lives of significant individuals – <b>Florence Nightingale, Mary Seacole, Neil Armstrong</b></li> <li>Changes in living memory linking to aspects of change in national life – <b>Guy Fawkes, Remembrance</b></li> </ul>	<ul style="list-style-type: none"> <li>Changes in Britain – <b>The Stone Age</b></li> <li>The achievements of the earliest civilisations - <b>Ancient Egypt</b></li> </ul>	<ul style="list-style-type: none"> <li>The achievements of the earliest civilisations - <b>Ancient Egypt</b></li> <li><b>The Roman Empire</b> and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>An historical study of an aspect beyond 1066 that is significant in the locality – <b>The Victorians and Isambard Kingdom Brunel</b></li> <li><b>Ancient Greece</b></li> </ul>	<ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history – <b>The Ancient Maya</b></li> <li>A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066 – A significant turning point in British history – <b>World War II</b></li> </ul>
<b>SUBSTANTIVE KNOWLEDGE</b>					
<p>Describe how the Great Fire of London began and how it spread</p> <p>Know the chronology of the event, using key language</p> <p>Know that the fire caused damage to many building across London, including St Paul’s Cathedral</p> <p>Describe the importance of the diary of Samuel Pepys.</p> <p>Describe how London was rebuilt to make it</p>	<p>Name a famous person from the past and explain why they are famous (Mary Seacole, Neil Armstrong, Florence Nightingale)</p> <p>Reflect on own memories</p> <p>Learn about events beyond living memory that are significant nationally or globally and are commemorated through festivals or anniversaries.</p>	<p>Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them.</p> <p>To know how long the Stone age period lasted</p> <p>Describe the type of tools (hand axes, spears, scrapers, awls) used by stone age people and how these progressed</p> <p>Know that Stone age people were hunter</p>	<p>Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them.</p> <p>Be able to describe the Ancient Egyptian’s beliefs about the afterlife, including naming key Gods.</p> <p>Describe the importance of the River Nile for Ancient Egyptian life and farming</p>	<p>Know how Victorian Britain changed during the Industrial Revolution</p> <p>Describe some key achievements of local engineer: Isambard Kingdom Brunel</p> <p>Contrast the lives of children in Victorian times and children today</p> <p>describing differences in schooling and childhood jobs</p> <p>Describe some Victorian inventions</p>	<p>Know who the Mayans were, when and where they lived</p> <p>Know the Mayan belief system was rooted in nature and they had many Gods</p> <p>Know that pottery/clay from the Mayan civilization gives us evidence of their beliefs</p> <p>Know the impact that the Mayan civilization had on the world</p> <p>Know why they were considered an advanced</p>

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<p>structurally stronger (wider streets, fireproof).</p> <p>Describe and compare how toys, games and books have changed and progressed through the ages e.g. (materials used to make them, technology).</p>	<p>Explore the significance of poppies and how Remembrance is marked in Britain and other countries</p> <p>To know about the life of Guy Fawkes, the gunpowder plot and the significance of bonfire night.</p>	<p>gatherers and how they progressed to become farmers</p> <p>Describe how stone age people lived (caves and huts) and use knowledge to build models</p> <p>Research the significance of Stonehenge and its religious importance.</p>	<p>Describe how the Ancient Egyptians communicated and shared stories (hieroglyphics)</p> <p>Know the significance of the Rosetta Stone</p> <p>To know about the process of mummification and its importance for the afterlife.</p> <p>To know about key archaeologist Howard Carter and how he discovered Tutankhamun’s tomb.</p> <p>To describe items needed in the afterlife with reference to King Tutankhamun’s tomb.</p> <p>Know about the Roman invasion of Britain and the Roman army (discipline, organisation).</p> <p>Describe the lasting impact of the Romans on Britain e.g. roads, entertainment, law and calendar</p> <p>Develop an understanding of Roman life in the locality e.g. Roman baths, roads, mosaics, forts</p>	<p>Recognise how Britain changed after the formation of the British Empire</p> <p>Know who the Ancient Greeks were, when and where they lived</p> <p>Know about significant contributions of the Greeks that still exist today</p> <p>Know the main characteristics of the Athenians and the Spartans</p> <p>Know about and describe the struggle between the Athenians and the Spartans</p> <p>Describe the influence that Gods had on ancient Greece</p> <p>Understand the importance of ‘debate’ in Greek society</p> <p>Talk about the legacy of democracy left by ancient Greece</p>	<p>society in relation to that period of time in Europe</p> <p>Know the chronology of main events from WW2 – including how the war started and ended</p> <p>Know about the ‘home front’, including rationing, and digging for victory</p> <p>Describe effects of the Blitz, specifically on our locality</p> <p>Know about the experiences of children who were evacuated during the blitz</p> <p>Know about the contribution of women during WW2.</p>
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CHRONOLOGY					
DISCIPLINARY KNOWLEDGE					
<p>To appreciate the difference between long ago and very long ago            Create a simple timeline to capture recent events            Remember parts of stories they have read or have had read to them which involve memories about the past            Recognise that familiar objects we have today would have been different in the past, i.e., telephone            Begin to appreciate what a timeline is by looking at a time line over the past 10 years            Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</p>	<p>Recognise that stories they have read help them understand about the differences that exist between the place they live in and places in the past            Describe memories and changes that have happened in their own lives            Begin to appreciate the difference between long ago and very long ago            Point out a few similarities and differences between ways of life at different times            Explore and order a few events and artefacts from the recent past            Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>	<p>Begin to understand that the past is divided into different named periods of time            Begin to use dates to explain British, local and world history            Start using a timeline that identifies different centuries            Use appropriate dates and chronological conventions, e.g., BC, BCE and AD            Put artefacts or information in chronological order from a long time ago            Understand that significant discoveries or inventions brought about change to the lives of people, e.g. the wheel or iron ore</p>	<p>Place events, people and changes of British, local and world history on a timeline            Accurately set out different events onto a timeline            Appreciate that some major events in the past brought about major change to the British landscape, e.g., Roman occupation            Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart            Use a timeline in relation to the unit being studied            Use words and phrases: century, decade            Appreciate that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</p>	<p>Have a secure understanding of a British timeline that extends from the Stone Age to the present day            Show a chronologically secure knowledge and understanding of local, national and global history            Tell the story of events within and across the time periods studied            Describe connections, contrasts and trends over short and longer time periods            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;            Know and describe in some detail the main changes to an aspect in a period of history being studied</p>	<p>Demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world            Identify specific changes within and across different periods over a long period of history            Use timelines to place events, periods and cultural movements from around the world.            Use timelines to demonstrate changes and developments in culture, technology, religion and society            Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today            Describe main changes in a period in history using words such as: social, religious, political, technological and cultural            Know the date of any significant event studied from past and place it correctly on a timeline</p>

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HISTORICAL ENQUIRY					
DISCIPLINARY KNOWLEDGE					
Respond to simple questions about the past Observe and handle artefacts and ask simple questions about the past Offer an opinion as to why something may have happened in the past and why they know	Look carefully at pictures and objects to find information Find answers and respond to simple questions about the past Choose and select evidence and say how it can be used to find out about the past Understand some ways we find out about the past Recognise the importance of basing ideas on evidence Develop the idea of presenting an idea and raising questions about the past	Use a variety of sources to collect information about the past Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past Explain that there are different types of evidence and sources that can be used to help represent the past	Appreciate the difference between primary and secondary sources of evidence Use a range of sources to collect information about the past Construct informed responses about one aspect of life	Recognise when they are using primary and secondary sources of information to investigate the past Select relevant sections of information to address historically valid questions and construct detailed, informed responses Use a wide range of different evidence to collect evidence about the past Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context	Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Investigate own lines of enquiry by posing historically valid questions to answer Understand the complexity of people’s lives in the past and how some societies are different due to changes and challenges at that time
HISTORICAL SIGNIFICANCE AND INTERPRETATION					
DISCIPLINARY KNOWLEDGE					
Begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it Begin to identify and recount historic details from the past from	Know that information about past events that have been passed down by word of mouth can be unreliable Know that written events about events from the past may not always be highly accurate	Know that much of what is presented as historical fact is based on limited information Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied	Recognise the impact that bias has on historical events Know that historical recounts are prone to exaggeration Look at more than two versions of the same event or story in history and identify differences	Show an awareness of the concept of propaganda and censorship Find and analyse a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events,	Find and analyse a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different

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<p>sources e.g. pictures/ stories          Begin to understand that an invention can sometime have a positive impact on an artefact we use everyday, for example, television          Able to talk about some people and events that they have studied and give reasons for their actions          Consider the differences between ‘long ago’ and ‘now’</p>	<p>Start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth          Appreciate the people in the past who have contributed to national and international achievements          Recount historic details from eye-witness accounts, photos and artefacts          Begin to reflect on the significance of what has been learnt from the past          Develop an awareness of the past and comment on how they found out</p>	<p>Start to compare two versions of a past event          Observe and use pictures, photographs and artefacts to find out about the past          Start to use stories or accounts to distinguish between fact and fiction          Explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>Investigate different accounts of historical events and explain some of the reasons why the accounts may be different          Begin to talk about the impact of a past action on our lives today          Talk about similarities and differences between different times in the past according to the periods of history studied</p>	<p>linking this to factual understanding about the past          Consider different ways of checking the accuracy of interpretations of the past;          Realise that there is often not a single answer to historical questions          Discuss trends over time          See the relationship between different periods and the legacy or impacts for people today</p>	<p>ways of checking the accuracy of interpretations of the past          Start to know the difference between primary and secondary evidence and the impact of this on reliability          Understand the importance of propaganda and censorship and that they are sometimes necessary          Appreciate that people in the past represent events or ideas in a way that may be to persuade others          Begin to evaluate the usefulness of different sources          Form own opinions about historical events from a range of sources</p>
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