



Rationale for our History Curriculum

Our Intent

We want children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We adhere to the prescriptions of the national curriculum but with a focus on themes and events specific to our locality. Children have the opportunity to learn about how and why things change and how events shape the present and future of our country. We use a range of historical resources including artefacts, books, pictures and photographs through primary and secondary sources and, where possible, we incorporate visits to relevant local places of interest to help cement children's understanding. An important aspect of history teaching is the regular reinforcement of where the different periods in time fit on a timeline so that children recognise that events happened and people lived at the same time in diverse societies in different areas of the world and there were relationships between these civilisations. Our school timeline has been created using SEND-friendly symbols to enable all children to engage with and recall key facts in chronological order.

Year 1

In Year 1, children start by investigating their own history through the topic "Toys Through Time". During this topic, children think about their own toys and how toys have changed through a historical perspective. This allows an early introduction to the use of primary and secondary sources, artefacts, pictures and photographs in historical enquiry, which lays the foundation for development of historical enquiry skills to be used in later study. After this, children learn about The Great Fire of London. They learn about an event that happened long ago and build on the chronology skills introduced in the last topic to consider passing of time. This topic extends their exposure to using historical sources as well as learn about a famous person from the past, Samuel Pepys. In the final history topic "Once Upon a Time", children recap prior knowledge from Year 1 through the context of fairy tales. As an example, children may not have understood the concept of timelines during their 'Toys Through Time' topic, meaning this knowledge can be recapped and discussed again by making a timeline of a fairy tale character's life.

Year 2

In Year 2, children find out more about the history and development of our locality. This complements the children's geography work on our local area. The children learn about significant historical people places and events in our locality, e.g. Lord Leverhulme and the development of Port Sunlight Village. Children also study how transport links have impacted our town over time through visits to the National Waterways Museum a to Liverpool, using modern public transport links. They learn about the historical development of canal and river transport in our locality and the impact of this change over time. Children also learn about the lives of significant individuals: the life and work of different explorers from long ago and more recent times (Captain Cook and Neil Armstrong). The children learn to make comparison aspects of life in different periods.

Key Stage Two

The Key Stage 2 National Curriculum programme of study has a number of statutory objectives. Our curriculum includes studies of the various peoples who have inhabited Britain and of other significant civilisations that have influenced us or provide contrast to our British narrative. Throughout the units, we focus on the themes of settlement, transport, conflict and power. Our topics are not taught chronologically as we teach those with the most concrete evidence and strong links to those in Year 3 and 4. Being so close to Chester means a trip to see authentic ruins of the Roman fort is accessible. This allows children to build on the knowledge developed in Key Stage 1 geography lessons about our local area. By being clear in the links between the topics, children can build on prior learning and can integrate new information to their existing schemata. This also provides a great opportunity to then provide challenge and extension using abstract concepts in Year 5 and 6.

Year 3

In Year 3 we begin by extending the children's understanding of the breadth of time by introducing the eras of the Stone and Iron Age. Children learn about the ways in Britain changed during these periods and the main differences in technology between these times. Children learn about how Britain changed from the end of the Iron Age to the arrival of the Roman occupation. After studying our local area in Year 2, children shift their focus to the other major settlement in our area in Year 3: Chester. Chester is only 5 miles away but its ancient Roman history provides a contrast to the relatively young town of Ellesmere Port. Children learn about how it grew as part of the Roman Empire and they learn about the impact of the Roman Empire on Britain as a whole before delving deeper into the growth of the city between the years 70 and 410.

Year 4

In Year 4, children turn their attention to ancient civilisations in the wider world. They learn about the achievements of the Ancient Greeks and the influence of Greek civilisation on us today. Children then learn about the locations and periods of the earliest civilisations and do an in-depth study of Ancient Egypt. Children's previous learning about settlements and rivers in geography helps them to understand the importance of the River Nile. The history curriculum in Year 4 ties in with prior knowledge of the Romans as they ran alongside one another historically, and this theme is explored in pre-topic conversations and when the children learn about the Greek Gods. Comparing and contrasting these time periods provide good opportunity for consolidation of prior knowledge. Children are enthusiastic about the history topics they cover, and this often transfers in a home learning capacity whereby children are invited to take part in tasks relating to Greek buildings and places of importance and building them using Minecraft software.

Year 5

In Year 5, children follow chronologically the changes in Britain from the end of the Roman Empire through to the Battle of Hastings. Children learn about the Anglo-Saxon settlement of Britain from about 410 to 800 after the departure of the Romans. The differences in the settlement choices of the Anglo Saxons and Romans is considered and the introduction of Christianity to Britain is addressed. Children also learn about the Viking invasions and the struggle between the Anglo Saxons and Vikings for England up to 1066, exploring the life of Vikings and Anglo-Saxons, their treaties and the struggle for the throne and what it took to be a great leader in those times.

In summer term, the children return to a local history topic learning about the History of Ellesmere Port. This builds on the knowledge learnt in Y2 and further extends children's understanding of how and why how Ellesmere Port formed from several small farming hamlets to the industrial town. This further builds on the Y2 learning about the role of local transport links, specifically the river and canal network, in the development of our town.

Year 6

In Year 6, our children continue with their local learning as they find out the impact of World War Two on our local area. A visit to Western Approaches Learning Centre in Liverpool helps children understand the strategic significance of cities like Liverpool in the war effort. This city of Liverpool is visible across the River Mersey from Ellesmere Port but just 12 miles away from our school. Children learn about the significance of Liverpool in the history of our country and the changes that the city has been through. This helps them understand the context and background to books they read in English lessons including *Letters from the Lighthouse* and *Star of Fear, Star of Hope*.

After Christmas, our children move their learning focus to study the Maya Civilisation. This builds on the Y5 learning as at the same time as the Vikings and Anglo-Saxons were struggling for power in Britain, across the Atlantic Ocean, the Maya civilisation was thriving. Children study Maya society around the year 900 as an example of a contrasting non-European civilisation that can be compared to British history.

Throughout their studies, children have the opportunity to recap and recall themes and concepts that are prevalent throughout history and to make links between the periods of history studied.