



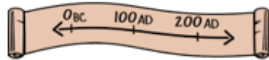
'Life in all its fullness'
John 10:10

History at Christ Church School

Our history curriculum is designed to excite and engage children's curiosity and support their knowledge and understanding of the past in a meaningful way. Through historical enquiry they will develop a range of investigative and critical thinking skills that will broaden their understanding of life today and making links to the past. We use resources from Rising Stars and Key Stage History to help us to bring history to life.

Key Stage 1.

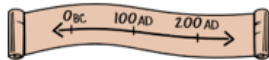
History Through Time **People and Places** **Significant Events**



Through practical and engaging history lessons, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They will find out about changes within living memory, including in their local area. We want to help children build an awareness of their own heritage and enable them to be aspirational about the role they can play in the future. Through a range of sources, artefacts, local people and landmarks, they will begin to develop an understanding of changes that have happened over time in their own community and relate these to aspects of national life, identifying similarities and differences. Children will also learn about a range of significant people, places and events that have had an impact on the world today and learn where they fit within a chronological framework.

Key Stage 2

History Through Time **People and Places** **Early Civilizations**



Children will build on their curiosity and refine the critical thinking and investigative skills they developed in Key Stage 1. They will use these skills to study history over time, including pre-history and early civilisations. They will use a range of questioning, problem solving and critical thinking skills to find out about the past using a range of sources. Trips, artefacts and role play will help bring to life events that happened over thousands of years. As they secure their knowledge of British and world history throughout Key Stage 2, they will develop a sense of chronology, observing and commenting on connections, contrasts and trends over time. Our history curriculum will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as reflecting on the challenges of the modern world.

SEND

We recognise that history and the concept of time can seem abstract to some children, particularly those with SEND. We use visuals, videos, physical artefacts, role play and stories to help children to engage with history lessons and understand that these things happened in the past. Understanding and use of historical vocabulary is modelled supported through visuals and word mats. Children will have opportunities to show their knowledge and understanding in a range of ways, including written work and a range of alternative methods, for example ICT, roll play, discussion and pictorial methods of recording.

Curriculum Links



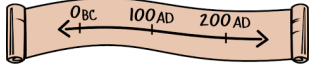
English: see English LTP for historical units (Including Non-Fiction, Biography and historical fiction)



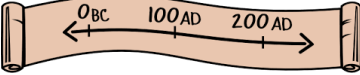


'Life in all its fullness'
John 10:10

Christ Church C.E.(VC) Primary School

History Long Term Plan Year A 2024/25 Year B 2023/24

NC	National Curriculum Key Stage 1	
Topic	<p style="text-align: center;">People and Places</p> 	<p style="text-align: center;">Significant Events</p> 
National Curriculum	<p>Knowledge and Understanding Pupils should be taught about:</p> <ul style="list-style-type: none"> 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. significant historical events, people and places in their own locality. 	<p>Knowledge and Understanding Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in 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]
Skills Progression	<p>Chronological Understanding</p> <ul style="list-style-type: none"> 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. <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. <p>Historical Interpretations</p> <ul style="list-style-type: none"> Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. <p>Historical Investigations</p> <ul style="list-style-type: none"> They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	



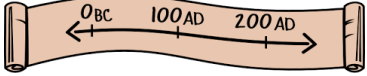






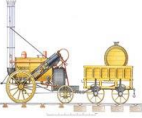

NC	National Curriculum Key Stage 2		
Topic	<p style="text-align: center;">History Through Time</p> 	<p style="text-align: center;">People and Places</p> 	<p style="text-align: center;">Early Civilizations</p> 
National Curriculum	<p>Knowledge and Understanding Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Knowledge and Understanding Pupils should be taught about:</p> <ul style="list-style-type: none"> a local history study 	<p>Knowledge and Understanding Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world 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.
Skills Progression	<p>Chronological Understanding</p> <ul style="list-style-type: none"> 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. <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms. <p>Historical Interpretations</p> <ul style="list-style-type: none"> 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. <p>Historical Investigations</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. 		



'Life in all its fullness'
John 10:10

Christ Church C.E.(VC) Primary School

History Long Term Plan Year A 2024/25 Year B 2023/24

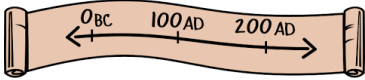








1	Topic 1	Topic 2	Topic 3
Topic	<p align="center">History Through Time</p> 	<p align="center">Significant Events</p> 	<p align="center">People and Places</p> 
Overview	<p>Children begin to understand the concept of time, including past, present and future.</p>	<p>Children learn about significant events and inventions from the past that have changed the way we live today.</p>	<p>Children find out about significant people and places in their own locality. They use a range of sources to find out about how their local area and the lives of local people, including children, have changed over time.</p>
Year A	<p>All About Me</p>  <p>Children use own lives and experiences to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations.</p>	<p>Great Inventions: Transport Who were the Wright Brothers? – from Rising Stars 1.3 and Key Stage History</p>  <p>Children will explore the stories of a significant event in the history of travel, and the impact it had on people's lives, back then and now. They will learn about the Wright Brothers and the first aeroplane flight.</p>	<p>Great Explorers: Captain Cook, Scott of the Antarctic and Iba Battuta Rising Stars 1.2</p>  <p>Children learn about the lives of explorers, the places they travelled to.</p>
Year B	<p>All About Me</p>  <p>Children use own lives and experiences to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations..</p>	<p>Great Inventions: Transport Why were the Rainhill Trials important? – from Rising Stars 1.3</p>  <p>Children will explore the stories of a significant event in the history of travel, and the impact it had on people's lives, back then and now. They will learn about the first trains, in particular the Rainhill Trials of Stephenson's Rocket, using sources from the time to provide context.</p>	<p>Significant People: Queen Elizabeth II Key Stage History</p>  <p>Children learn about the life of Queen Elizabeth II, from her role as Princess Elizabeth through her coronation, and other jubilee events, with a focus on changes in her life and in the United Kingdom between 1952 and 2022.</p>



'Life in all its fullness'
John 10:10

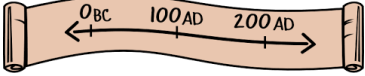
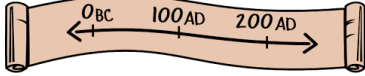







Christ Church C.E.(VC) Primary School

History Long Term Plan Year A 2024/25 Year B 2023/24

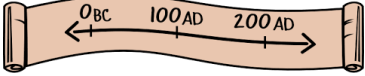
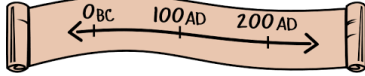







2	Topic 1	Topic 2	Topic 3
Topic	<p align="center">History Through Time</p> 	<p align="center">Significant Events</p> 	<p align="center">People and Places</p> 
Overview	<p>Children learn about the changes that have happened over time in their local area and in their families.</p>	<p>Children learn about events beyond living memory that had a significant impact, nationally or globally.</p>	<p>Children learn about the lives of more significant people from the past. They find out about their lives and achievements and the contribution they have made to national and international achievements.</p>
Year A	<p>Local history – Christ Church School How has our school changed over time?</p>  <p>Children learn about the history of their school from its beginnings to the present day. They investigate using photographs, school records, newspaper articles and stories from past pupils.</p>	<p>Significant event – The Moon Landings Key Stage History</p> <p>Did man really land on the moon? How do we know? Children investigate the moon landings and the significance of this event.</p> 	<p>Significant people – Walter Tull Historical Association</p> <p>Children look at the childhood and football career of Walter Tull, what happened to him when he fought in World War I.</p> 
Year B	<p>My Family History Rising Stars 1.1</p>  <p>Children explore similarities and differences between their own lives and those of people their grandparents' age. They will explore different topics, including homes, toys, shops and schools.</p>	<p>Significant events – Bonfire Night and the Great Fire of London Rising Stars 2.1</p>  <p>Children find out about these two significant events, the impact they had at the time and why we still remember them.</p>	<p>Significant people – Mary Anning Key Stage History</p>  <p>Children learn about a female scientist who is credited with making an extraordinary discovery at a young age, before becoming a scientist in a period of history where most scientists were men.</p>



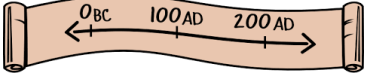







'Life in all its fullness'
John 10:10

3	Topic 1	Topic 2	Topic 3
Topic	<p align="center">History Through Time</p> 	<p align="center">History Through Time</p> 	<p align="center">Early Civilizations</p> 
Overview	<p>Children learn about changes in Britain from the Stone Age to the Iron Age.</p>	<p>Children find out about the Roman Empire and its impact on Britain.</p>	<p>Children consider the achievements of some of the earliest civilizations.</p>
Year A	<p>The Stone Age – Rising Stars 3.1 Children explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages.</p> 	<p>Roman Britain – Invasion Rising Stars 4.2 / Key Stage History Children learn about the Roman invasion of Britain and its impact on the lives of the Celts. They consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion</p> 	<p>The Indus Valley – The Historical Association Children discover the 'lost' Indus Valley Civilisation discovered by archaeologists in the Indian subcontinent. The story of its discovery and the surviving evidence helps children understand how we can build up a picture about the past.</p> 
Year B	<p>The Bronze Age to the Iron Age – Rising Stars 3.2 Children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods.</p> 	<p>Roman Britain – What did they leave behind? Rising Stars 4.2 / Key Stage History Children find out what it was like for children living in Roman Britain. They learn about some of the achievements of the Romans in Britain and ask, what did the Romans do for us?</p> 	<p>Ancient Egypt – Rising Stars 4.1 In this unit, the children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilizations.</p> 



4	Topic 1	Topic 2	Topic 3
Topic	<p align="center">History Through Time</p> 	<p align="center">History Through Time</p> 	<p align="center">Early Civilizations</p> 
Overview	<p>Children study Britain's settlement by Anglo-Saxons and Scots.</p>	<p>Children research an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
Year A	<p>Anglo-Saxon Invasions Key Stage History Children find out about the turbulence of the time, starting with the withdrawal of the Romans and the invasion of the Anglo Saxons and Scots. They will discover that the Vikings and Anglo Saxons lived in Britain in the same time period and find out about Alfred the Great and the battle of Edington in 878.</p> 	<p>Journeys – Rising Stars 5.3 Children explore the question of why people go on a journey, spanning from the Tudor period to Titanic, Windrush and journeys undertaken today by refugees.</p> 	<p>Ancient Greeks – Rising Stars 6.2 Children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games</p> 
Year B	<p>Anglo-Saxons – The Dark Ages Rising Stars 5.1 Children use a range of sources to find out about Anglo Saxon Britain. They learn why the Anglo Saxons settled here, what their lives were like, about their culture and religion and discover ask if these times really deserve to be called the dark ages.</p> 	<p>Crime and Punishment – Rising Stars 4.3 Children explore how and why Crime and Punishment has changed over time.</p> 	<p>Ancient Greeks – Myths, legends and heroes Key Stage History Children read about Greek myths and legends and see if there is any evidence to support them.</p> 



5	Topic 1	Topic 2	Topic 3
Topic	History Through Time 	People and Places 	Early Civilizations 
Overview	Children learn about the Viking and Anglo-Saxon struggle for the Kingdom of England	Children conduct a local history study of an aspect of history or a site that is significant in the locality.	Children research an early non-European society that provides contrasts with British history.
Year A	Viking Raiders – Rising Stars 5.2 Children consider the reasons why the Vikings raided and then settled in Britain examining the popular view of the Vikings as raiders. They follow their battles from their raid of Lindisfarne, right up to King Alfred’s struggle and victory over the them. 	Skipton Castle and the English Civil War Key Stage History Children find out about the siege of Skipton Castle during the English Civil War (1642 – 1645) and its legacy. 	Early Islamic Civilization, including a study of Baghdad c. AD 900 – Key Stage History Children engage with the early Islamic society and consider why this important to study as an early civilization. They look at why and how the civilization grew so rapidly at the time, and how we know this today. 
Year B	Vikings – What were they really like? Key Stage History Children take a critical look at a range of sources that lead us to believe that the Vikings were violent invaders. They look at Vikings as traders and settlers and imagine what daily life was like for Vikings, including children. 	Victorian Skipton – rich and poor Key Stage History Children research and find out about the impact of the industrial revolution on Skipton life, including the building of the waterways and Dewhurst Mill. They will find out about Skipton Workhouse, the poor law and think about what it might have been like growing up in Victorian Skipton. 	Mayan civilization c. AD 900 – Rising Stars 6.1 Children explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. They discover ancient Maya architectural achievements, their religion and surviving writings and also study possible reasons why the Maya city states declined after 900 AD. 