

St. Stephen's Junior School Curriculum Overview: History

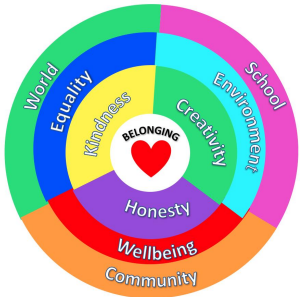
Curriculum Intent:

We aim to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities. We aim to inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer.

Structure / arrangement / sequences / strands

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. The key strands are: Chronological Understanding; Historical Enquiry; Interpretations of History; Periods and Features, Cause and Effect Organisation and Communication. These are all sequenced to ensure that pupils build on secure prior knowledge.

History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area.



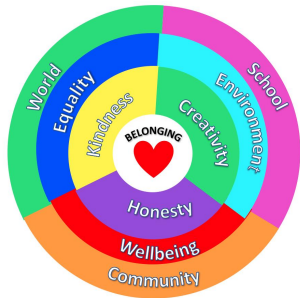
Progression in learning:

The topics that we cover at St. Stephen’s Junior are:

Year 3	Year 4	Year 5	Year 6
<p>How did life change for people from the Stone Age to the Iron Age?</p> <p>The Romans: What was life like in Roman Britain?</p>	<p>What were the beliefs, ethos and attitudes of early civilizations? A study of Ancient Egypt.</p> <p>What was life like in Britain during the Anglo-Saxon and Viking struggle?</p>	<p>The Industrial Revolution: A turning point in British History – How did life in Britain change from 1750-1900?</p> <p>What are the achievements of the ancient Maya?</p>	<p>World War II: How did life change on the home front during WWII?</p> <p>What were the beliefs, ethos and attitudes of early civilizations? A study of Ancient Greece.</p>

We aim to provide a history curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum History Programmes of study. The key strands are: Chronological Understanding; Historical Enquiry; Interpretations of History; Periods and Features, Cause and Effect Organisation and Communication

An example of the progression of chronological understanding from Year 3 – Year 6 can be seen below. This pattern is sustained across the other key skills.



Chronological understanding	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Can sequence events in a simple narrative • Can use words which mark the passing of time from simple 'before and after' • Starts to talk about the past in terms of period • Realises that ancient means thousands of years ago. • Start to use some key dates (years) as important markers of events. • Attempt to match iconic images to periods studied. 	<ul style="list-style-type: none"> • Can sequence events in a simple narrative • Can use words which mark the passing of time before and after, and while and during. • Can talk about the past in terms of period. • Can start to differentiate within a longer period. • Can use more specific key dates as important markers of events. • Successfully match most iconic images to periods studied. 	<ul style="list-style-type: none"> • Can talk about the past in terms of period. • Can use key dates as important markers of events. • Use more sophisticated time markers within, as well as between periods. • Can appreciate ideas of duration and interval. • Confidently match iconic images to periods studied. • Can make links between periods in history, comparing, spotting similarities and differences. 	<ul style="list-style-type: none"> • Can talk about the past in terms of period. • Can use key dates as important markers of events. • Can appreciate ideas of duration and interval. • Can use dates and specific terms confidently to establish detail • Confidently match iconic images to periods studied. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms.