



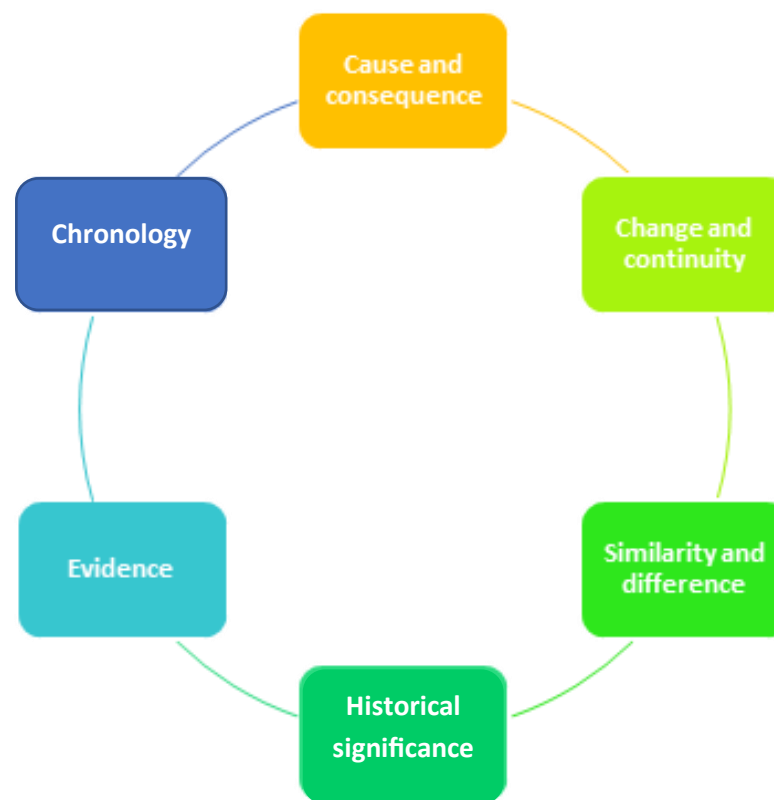
To be a historian at St Leonard's C of E Primary School



At St. Leonard's, a high-quality history education will enable children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to use our local historical resources and landmarks as a way of teaching children about significant historical events and the affect they had upon our local area that still affect us today. We aim for a high-quality curriculum which will inspire children to find out facts, not just about their local and British history, but also the wider world. They will learn about ancient civilisations, changes in living memory and beyond, and about significant people in the past. Children will learn through their developing enquiry and investigative skills, as well as visiting local places of interest on educational field trips.

Planning for the teaching of history in our school is approached in two ways: substantive knowledge and disciplinary knowledge. As children progress through the school, they will develop a greater understanding of historical and disciplinary knowledge and how historians make interpretations, build connections, draw contrasts and analyse trends. The chart to the right outlines the disciplinary strands that weave throughout our history curriculum.

Our curriculum is also built upon our locality and the children that attend our school. We have two local studies, looking at the influence that the Tudors, Anglo-Saxons and the Romans had on Tamworth. We look at the role Tamworth had as the capital of the Kingdom of Mercia in the Saxon times and do a study of Aethelflaed, the Queen of Mercia. We spend longer on these topics to explore the local content more thoroughly.



The six areas of disciplinary knowledge which underpin the history curriculum at St. Leonard's:

Cause and Consequence	<i>Our curriculum enables pupils to get better at explaining how events, the actions of people and other factors have had impact on the events and developments which followed. Historical events and actions link together and lead to others in a ripple effect. However, there is always more than one cause and consequence, they link together in ways which are often complex. In primary school, understanding of cause and consequence develops in KS2 and is underpinned by examining and reasoning about how sequences of events and changes over time had direct and indirect causes.</i>
Change and Continuity	<i>Our curriculum enables pupils to get better at identifying, describing and explaining what has changed over time, how it has changed and why change has taken place. Artefacts and objects from the past, events, lives and historical factors can have both similarities and differences, and may lead to things changing or remaining the same. In primary school, understanding of how and why things have changed over time is underpinned by comparing events, people and factors within and between periods of time, describing and explaining what has changed and finding out about reasons for change.</i>
Similarity and Difference	<i>Our curriculum enables pupils to get better at noticing and comparing similarities and differences between different historical periods, people and events. This links closely to continuity and change. The curriculum in our school teaches the children to compare two or more historical subjects (people, groups, events or sources) through critical thinking, questioning and analysis.</i>
Historical Significance	<i>Our curriculum enables pupils to get better at weighing up and making judgements about the relative importance of events, people and developments in the past. In history, we think about the importance of events and changes in relation to others, but the extent to which something is judged significant is debatable. The past does not change, but our views and understanding of the past do change. In primary school, understanding of this develops in KS2 by using evidence of what happened and the impact of events and change of people's lives in order to come to reasoned and plausible judgements about motives behind actions and about positive and negative consequences of change.</i>
Evidence	<i>Our curriculum enables pupils to get better at investigating evidence of what happened in the past. Historical evidence has survived from the past like a witness, and like all witnesses it needs to be questioned. In primary school, children build a range of cumulative experiences of learning about how historians have discovered evidence of what happened in the past, looking at, handling and comparing primary sources of evidence and studying and comparing secondary sources of evidence as well.</i>
Chronology	<i>Our curriculum enables pupils to get better at describing the passage of time and organising what they have studied in chronological sequence. A coherent understanding of the past depends on building a sense of 'periods of history'. In primary school, this is underpinned by being able to sequence events, lives and artefacts using the language of chronology to place these within a historical period, and to see how historical periods in different places overlap and run parallel.</i>

Nursery and Reception

A	Autumn 1: All About Me	Autumn 2: Festivals	Spring 2: Julia Donaldson	Summer 2: Fun on the Farm
	Comment on images of familiar situations in the past; · Begin to make sense of their own life-story and family's history. · Comment on images of familiar situations in the past. · Compare and contrast characters from stories, including figures from the past. · Talk about the lives of people around them and their roles in society. · Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. · Understand the past through settings, characters and events encountered in books read in class and storytelling. Similarity and difference Chronology Change and continuity	· Begin to make sense of their own life-story and family's history. Change and continuity Similarity and difference	· Compare and contrast characters from stories, including figures from the past. · Understand the past through settings, characters and events encountered in books read in class and storytelling. Similarity and difference Chronology	· Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Similarity and difference Evidence
B	Autumn 1: Me and My Community	Autumn 2: Traditional Tales	Summer 2: Holidays	
	Comment on images of familiar situations in the past. · Begin to make sense of their own life-story and family's history. · Comment on images of familiar situations in the past. · Compare and contrast characters from stories, including figures from the past. · Talk about the lives of people around them and their roles in society. · Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. · Understand the past through settings, characters and events encountered in books read in class and storytelling. Change and continuity Chronology Similarity and difference	· Compare and contrast characters from stories, including figures from the past. · Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. · Understand the past through settings, characters and events encountered in books read in class and storytelling. Similarity and difference	· Comment on images of familiar situations in the past. · Begin to make sense of their own life-story and family's history. · Talk about the lives of people around them and their roles in society. · Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Similarity and difference Chronology	

Year 1/2

A	Autumn 2: Brave Nurses	Spring 2: Tamworth Castle (Local History Study)	Summer 2: The Moon Landing
	The lives of significant individuals in the past who have contributed to national and international achievements (Mary Seacole and Florence Nightingale). We compare aspects of life in different periods. Chronology Similarity and difference Historical significance Evidence	Significant historical events, people and places in their own locality. In this unit, we do a study on Tamworth Castle (along with a trip), look at how it's changed over time and we also study Aethelflaed, the Queen of the Mercians. This links to their learning of the Anglo-Saxons in KS2. Chronology Cause and consequence Evidence	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong) Cause and consequence Historical significance Evidence
B	Autumn 2: The Great Fire of London	Spring 2: Toys	Summer 2: Travel and Transport
	Events beyond living memory that are significant nationally or globally. Evidence Cause and consequence	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Change and continuity Similarity and difference Chronology	Events beyond living memory that are significant nationally or globally (the first aeroplane flight). the lives of significant individuals in the past who have contributed to national and international achievements (The Wright Brothers). Chronology Historical significance Cause and consequence Evidence

Year 3/4

A	Autumn 1 and 2: Romans Learn about The Roman Empire and its impact on Britain: This will include: · Julius Caesar's attempted invasion in 55-54 BC · the Roman Empire by AD 42 and the power of its army · successful invasion by Claudius and conquest · British resistance (Boudica's Rebellion) This unit is supported by a 'Roman Day' visitor. Chronology Change and continuity Historical significance Evidence	Summer 2: Stone Age to Iron Age Learn about changes in Britain from the Stone Age to the Iron Age. How did the landscape, homes, clothes and tools change over this time? Chronology Similarity and difference Cause and consequence Change and continuity Evidence
B	Autumn 1: Ancient Egypt To learn about the achievements of the earliest civilizations (Ancient Egypt). To understand where and when the first civilizations appeared. Change and continuity Chronology Similarity and difference Evidence Historical significance	Spring 1 and 2: Vikings and Saxons Britain's settlement by Anglo-Saxons and Scots: · Anglo-Saxon invasions, settlements and kingdoms: place names and village life · Anglo-Saxon art and culture · Christian conversion – Canterbury, Iona and Lindisfarne The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: · Viking raids and invasion · resistance by Alfred the Great and Athelstan, first king of England · further Viking invasions and Danegeld · Anglo-Saxon laws and justice · Edward the Confessor and his death in 1066 Evidence Chronology Historical significance Similarity and difference Cause and consequence

Year 5/6

A	Spring 1: The Mayan	Summer 1: The Tudors	Summer 2: Ancient Greece
	To complete a study on a non-European society that provides contrasts with British history. Chronology Evidence Similarity and difference	To carry out a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: - the changing power of monarchs using case studies such as King Henry, Elizabeth and Mary Queen of Scots - Development of deeper chronological understanding and making connections across time (monarchs link) This unit is supplemented by a visit to Kenilworth Castle. Evidence Chronology Historical significance Change and continuity Cause and consequence	To complete a study of Greek life and achievements and their influence on the western world Cause and consequence Historical significance Evidence Chronology Change and continuity
B	Autumn 1: World War Two	Spring 2: Victorians	Summer 2: Tamworth Over Time
	To carry out a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. a significant turning point in British history, for example, the first railways or the Battle of Britain This unit is supported by a visit to the local Staffordshire Regiment Museum, where the children will learn about the history of some of our local forces. Change and continuity Cause and consequence Historical significance Evidence Chronology	To carry out a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: changes in an aspect of social history, such as crime and punishment. Change and continuity Similarity and difference Evidence Chronology	A local study What's significant about Tamworth and the surrounding area? A study of the local area and how it's changed over different periods of time and the impact of key historical figures. This includes a more in-depth study of Tamworth Castle to build on their knowledge from KS1. Children will look at their place in history and think about how they can make a difference. Chronology Historical significance Evidence Cause and consequence Change and continuity Similarity and difference