

Curriculum Big Picture for Subject

School	Victoria Park Primary Academy
Subject	History

What are the Big Concepts and Ideas that we want children to learn about in this subject through their education?

<ol style="list-style-type: none"> 1. That history is all about the passing of time and the legacy that has been left today from these periods of time 2. Chronologically, different periods of time occurred concurrently and sequentially. 3. That we can delve into specific time periods, events and significant individuals to recognise their legacy and achievements 4. We can use a variety of sources of information to build up pictures of the past, asking questions about what occurred from these sources and asking if they give us an accurate account of events and people.
--

How do these concepts progress throughout the school?

EYFS	KS1	KS2
<ul style="list-style-type: none"> • Beginning to explore the concept of time – days, weeks, months, years, ages. • Family trees • Recognising things that are similar and different between us and people older than us 	<ul style="list-style-type: none"> • Connecting children to their immediate history and events occurring within their own lifetime or locality. • Progressing to study tangible concepts of history through people, events and places. • Progressing to study all of these by considering a larger span of chronology through a specific theme of flight. 	<ul style="list-style-type: none"> • Teaching of history through chronological sequencing, showing when periods occurred concurrently or sequentially • Allowing pupils to further study particular individuals or events that have connection to regional relevance • More detailed use of source work with understanding or primary, secondary, artefact, replica and bias.

WHY do children learn what they are learning in each year and term?

	Autumn	Spring	Summer
Early Years			
Year 1	Now and Regional – local history connects to the immediate area in which children live, builds on prior learning from EYFS on own family history. Children are exploring that there are changes that happen over time, and that things like buildings and places will have changed over time.	Depth of learning grows beyond their own locality and family history (things connected to their own lives) and start to recognise the achievements people who lived at different times in the past. At this stage, pupils are building up a understanding of different times in the past through the lens of people who lived at different times.	Building on an experience of going to the beach, pupils can start to make a comparison between what going to the beach is like now compared to a specific period in the past. They can make comparisons more easily as they now understand the concept of past.
Year 2	The Great Fire of London is learnt about in Autumn as it occurred in September 1666. Bonfire night is also celebrated at this time, recognising the November 1606 Gunpowder plot. Progressing their learning, children are able to delve into specific events that occurred, sequencing and investigating cause and impact.		By the end of KS1, children are able to use their historical enquiry to look at chronology that spans across more than one period of time (building up a picture of flight through the past); and to investigate significant events and individuals. This is more complex and skilful history hence taking place at the end of KS1 ready for KS2 in depth studies.
Year 3		In depth studies start with the Stone Age as chronologically this is where our studies of man in Britain commence. This has been partnered with a study of Ancient Greeks – these periods follow each other chronologically and are both located in Europe – connecting to Geography and the way we are extended our children’s understanding of locality, extending into Europe before the rest of the world.	
Year 4		The in-depth studies of the Egyptians follow the Stone Age and Ancient Greece, building on learning in Year 3 – it is the time period that spans across both of those studies in Year 3, but took place in a wider world context. This therefore extends pupil knowledge beyond Europe and into Africa. Similarly, the Mayan period occurring in South America extends pupil’s history beyond Europe. The time period runs within that of the Egyptian era, allowing pupils to build chronological understanding. Contrasting the Mayans and Egyptians is also interesting due to many similarities within their historical achievements and creations.	Progressing on from periods of Ancient history where pupils learn about key achievements including inventions and techniques, pupils will then extend their knowledge of inventions beyond this time, building up a chronology up to modern day. They will also look at significant historical achievements locally related to the Industrial revolution which occurred in Birmingham, hence building on their Geography work from the Autumn term where they have gained a clearly picture of the human geography of the local area.
Year 5		This space led learning challenge occurs during the first 4 months in which Tim Peake survived in space, allowing pupils to gain a sense of how long a period that this significant individual within their living memory was resident in space for.	Building on chronologically from the end of Year 3, pupils will then progress their studies into a more in-depth look at British history with a study of those invading and settling in Britain beyond the Stone age with the Romans, Celts, Anglo-Saxons and Vikings.
Year 6	Progressing from Year 5’s battles within Britain, pupils move on to looking at the effect of the World Wars, including an in depth study of WW2, and connections to more modern day wars (as this has relevance for some children within our community).		We end the KS2 journey with pupils helping make history. Their Ballot Street challenge is all about leaving a legacy in school and celebrating diversity within the community. They will reconnect to family history with a clearer knowledge of a vast period of history, helping

	<p>This study occurs within the term where the November Remembrance day can be recognised and celebrated within the learning challenge.</p>		<p>them to contextualise the changes to their family, migration in the local area and how this may have been caused by some of the studies that have taken place in their study of conflicts.</p>
--	---	--	---