



St. Lawrence Primary School

History Curriculum Overview



Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Jersey's past, Britain and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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 their own identity and the challenges of their time.

History in EYFS

In EYFS the History curriculum is delivered through well-chosen stories which are planned in to reflect key events, celebrations in their own lives and in the wider world e.g. Bonfire night, Remembrance day. The children in EYFS begin to address the key historical concept of change both in their own lives through looking at toys now and in the past and through looking at the lives of characters in books. Many of the sources, photographs and books that are used are put out as enhancements in the areas of learning for the children to access independently within provision. In EYFS the history curriculum is developed inline with the children's own interests.

The curriculum is based on four core themes within which there will be broad overlap and flexibility.

The overview has been divided into Key Stages to allow for the differing core themes in the Key stages. The core themes are coloured coded by Key Stage:

Key Stage 1

Changes within living memory

Events beyond living memory

Lives of significant individuals

Significant historical events, people and places in their own locality

	Taught in Autumn Term	Taught in Spring Term	Taught in Summer Term
Year 1	Ice Age in Jersey <i>Visitors – Jersey Heritage x 3 workshops</i>	Battle of Jersey <i>Visit: Royal Square/ Town Church</i>	Homes in the past <i>Visit: Hamptonne</i>

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	<i>What was the Ice Age and when did it happen?</i> What animals lived in Jersey in the Ice Age? What tools were used during the Ice Age? Who lived during the Ice Age? How do we know this happened?	To know that the Battle of Jersey took place in 1781. To know that the battle was between Jersey and the French. To know that Major Peirson and his British soldiers won the Battle. To begin to understand the timeline around the Battle of Jersey. To learn about who was part of this event in our island History. To be able to describe the order of events in the Battle of Jersey. To know the key figures involved in the Battle of Jersey. To be able to retell aspects of the Battle of Jersey. To know that had the outcome been different, Jersey might be French. To begin to understand the background around the Battle of Jersey. To know the sequence of events and why these events took place. To be able to re-enact the events around <i>the Battle of Jersey</i> . To find out where Major Peirson and Baron de Rullecourt are laid to rest. To look at evidence left today of the Battle.	To investigate and identify a variety of homes today. To investigate similarities and differences between Homes To explore homes built a long time ago and identify their features. To find out what Victorian homes were like inside To identify and explore objects in a Victorian home and their uses. To summarise and consolidate what we have found out about Victorian <u>homes</u> .



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		To compare and contrast how things are different from that time and today (for example, the buildings, mode of transport, weapons).	
Year 2	Castles (6 hours) Visit: Mont Orgueil Castle	Changes in Transport (6 hours) Visit: Transport museum	Inventors (local link) (6 hours) Visit: Maritime Museum
	<i>What is a castle?</i> <i>What are the features of castles?</i> <i>Where are there castles in Great Britain and Jersey?</i> <i>How to attack and defend a castle.</i> <i>What weapons (siege weapons) were used in castles?</i> <i>Who worked in castles?</i> <i>What is a Coats of arms?</i> <i>What do the different features of Coat of Arms tell us?</i> <i>Castles in Jersey</i>	How has transport changed? How have cars changed? Who is George Stevenson and what did he invent? I can understand how trains changed people's lives in the 19th century I can find out about the different ways that humans have tried to fly throughout history. I can find out about the Wright brothers and the invention of the aeroplane	Who was a significant female inventor in Jersey's history? Who are the most well-known female inventors? How does technology help inventors? How does that compare to inventors in history? What are our island's links with the HMS Titanic? How do our island's seasons affect our maritime history? [Visit to Jersey Maritime Museum]

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Key Stage 2

A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 e.g. castles, Victorians, Tudors, German Occupation

Changes in Prehistoric Britain

Ancient Civilisations

Invaders and Settlers

Year 3	Vikings		Stone Age to Iron Age
	Visitor: Jersey Heritage Education		
	To understand Vikings place in History Jersey Heritage Visit – role play Viking life To research an aspect of Viking life To learn about the Hermit of St Helier Research and record information about a famous Viking		locate the Stone and Iron Age on a timeline with other periods in History that they have studied. use different sources of evidence to compare and contrast what life was like in the Stone Age with their own lives. explore how we know about the Stone Age.

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			look at the changes that have happened between the Stone Age and our own lives today. explore the impact that the Stone Age has had on the modern era. link their learning about fossils to what we know about Stone Age Man. Children will be involved in oracy and enquiry opportunities to consider what life was like and how it change during the Stone Age. Children will experience Stone Age activities and visit La Hougue Bie. The will also investigate Stonehenge and Skara Brae to explore what we can learn about the Stone Age from these historical/ Archaeological sites.
Year 4		Romans Coin hoard	Piracy
		How did the Roman Empire begin? How did the Roman Army help to expand the Roman Empire? What is it like to be invaded and which countries have been invaded recently?	To introduce the concept of maritime history and the importance of Jersey's location in the English Channel, along with an overview of key maritime events. To explore the development of shipbuilding on Jersey, from early boats to large ships in the 18th and 19th centuries.

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		How and why did Britain become part of the Roman Empire? How did Boudicca Rebel against the Romans? What did the Romans build after they settled in Britain? What did the Romans do for us?	To investigate the role of piracy in Jersey's maritime history, including famous pirates and pirate activity in the Channel Islands. To understand how tourism became an important industry for Jersey and how maritime history played a role in attracting visitors To examine how Jersey's maritime history is preserved and celebrated today, including modern shipping, tourism, and historical sites.
Year 5	Stargazers	Peasants, Princes and Pestilence	Victorians
	What did Galileo discover? How have ideas about the universe changed over time? Can I retell the story of The Space Race and give my opinion on key events? Do I know why Isaac Newton was important?	Can I find out about the Black Death and life in C14th Britain? Do I know the symptoms of the black death? Do I understand what medieval people thought caused and cured the Black Death? Can I make a fact sheet about the flagellants? Do I know how C14th society was organised? Can I create a timeline of all the kings? Can I research facts about medieval knights? Can I create a knight's shield?	To understand when and what the Victorian era was including the political system To explore the different jobs children had in the Victorian era To understand what School was like in the Victorian era To understand the difference between the lives of the rich and poor during the Victorian era. To understand the importance of inventions in the Victorian era

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		Do I know what Jersey was like in the Middle Ages?	To learn about the significant individuals that contributed to advancements in public health and medicine during the Victorian Era
Year 6	World War 1 and 2/ Occupation Visit: War Tunnels		
	To understand what was Britain like in the 1930s. To understand when did World War 2 started and why. ---- To learn about bombing raids on Britain (Blitz) To understand how people protected themselves. ---- to understand the need for evacuation to find out the experiences and feelings of evacuees from a wide range of sources --- to understand the effect of war on everyday life to learn what rationing was and how it worked to understand the war affected people in Jersey to learn from eye witnesses what life was like in Jersey and England during the Occupation		

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	to learn about the end of WW2 to learn about how people celebrated the end of the war to make connections between WW2 and today (the UN) To understand what propaganda is, how it was and is used and write an expository text on it. How do historians build a picture of the past?		
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Aims

The Jersey curriculum for history aims to ensure that all pupils:

- ☐ know and understand the history of the Island, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ☐ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ☐ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ☐ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ☐ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ☐ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment Targets

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

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Subject Content

Key Stage 1

Pupils should

- ☐ develop an awareness of the past, using common words and phrases relating to the passing of time
- ☐ 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
- ☐ use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- ☐ understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

Pupils should be taught about:

- ☐ 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]

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- 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 [for example, Elizabeth I and Queen Victoria, Charles II and Sir Walter Raleigh, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality. eg Battle of Jersey, Jersey in the Neolithic Period.

Key Stage 2

Pupils should

- continue to develop a chronologically secure knowledge and understanding of local Jersey, British and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the local Jersey, British and world history, outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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Pupils should be taught about:

Changes in Prehistoric Britain

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Examples (non-statutory)

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- ☐ Bronze Age religion, technology and travel, for example, Stonehenge
- ☐ Iron Age hill forts: tribal kingdoms, farming, art and culture
- ☐ Prehistoric Jersey- La Hougue Bie, the Dolmens

Ancient Civilisations

Examples (non-statutory)

- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following
- Ancient Egypt – a study of Egyptian life and achievements
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Ancient Rome – a study of Roman 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 civilisation including a study of Baghdad c AD 900, Mayan civilisation c AD 900, Benin (West Africa) c AD 900- 1300, Aztecs

Invaders and Settlers

Examples (non-statutory)

- Roman invasion, settlements and withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Viking raids and invasion
- Norman conquest; Battle of Hastings and castles
- Battle of Jersey, Mont Orgueil

A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 e.g. castles, Victorians, Tudors, German Occupation

Examples (non-statutory)

- Tudors and Stuarts- Local Jersey example; Elizabeth Castle
- Victorians - for example the ship building industry in Jersey
- WW1 - Life in the trenches
- German occupation of Jersey and WWII
- A significant turning point in British history, for example, the first railways or the Battle of Britain

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