

Dame Catherine Harpur's History Curriculum



Our vision for history

We believe that history provides all children the ability to delve deeper and make connections to the past and the world in which they live now. Through teaching history, we aim to inspire children to actively explore a breadth of different periods of time as well as cultures, in order to paint a bigger picture of how life today came about. Our vision is that children at Dame Catherine's will demonstrate confidence and an understanding of historical facts, as well as an understanding the influence of history on our day to day lives. This is fundamental to enabling them to become confident and well-educated citizens within our society.

Intent : what we teach and why we teach it

There are many challenges we face as a society. History teaches us how to learn from the mistakes of others and to understand changes and developments in society. Children must be taught to connect with history – the more they know about the past the better prepared they will be for the future because by remembering the past, they will grow to realise that they are responsible for building a legacy for the generations that follow them.

This is why we feel that it is crucial for children in primary school to be exposed to a full breadth of historical periods, which include world history as well as local and UK history. We incorporate National Curriculum history content into our curriculum at Dame Catherine's but we also focus on modern history to a far greater extent than the National Curriculum. We believe that our aim for children cannot be fully achieved with a narrower curriculum which focuses mainly on pre-modern history and relies on KS3 to deliver a significant amount of modern history.

Our pupils will explore the past, developing their own historical curiosity and understanding of why the past can be interpreted in different ways. They will learn to challenge their own and other's views and preconceptions through appropriate and accurate historical enquiry; using a range of sources, with a focus on learning through visits, themed days and benefitting from expertise and experiences within our school community.

Implementation: what this looks like in practice

This will be through a combination of overview, thematic and in depth studies (incorporated into wider curriculum questions.) At least 2 or 3 of our curriculum themes (developed as overarching questions) each year will have a significant historical focus such as a historical period. This ensures that history will be a central element when planning our curriculum. In addition to this, a significant number of the smaller challenge questions which feed into these will incorporate history. This will enable us to link in a wider range of significant events and periods globally, which might mean one or a short series of lessons. This will also enable us to revisit and consolidate learning over a longer period of time. Theme days or weeks will play a role in supporting this model, as will our 'Off Piste' work, where we respond to events happening in the world and experiences or ideas from individual children. Many of the wider opportunities to read and write will be linked into subject learning, ensuring that writing has a purpose and that there is quality time to spend on learning valuable subjects such as history.

There are details of the themes and periods to be incorporated over time in our coverage and progression document for history, which allows us to ensure breadth but also be highly flexible in when and how we incorporate these into our curriculum. This will provide a picture over a rolling 3 or 4 year period. Our model has a high degree of flexibility so that we can respond to the ideas and needs of current groups of children and cater for our mixed-age and part time groups. We can therefore expand our coverage and give the teaching staff the ability to tailor contexts using their professional judgement from knowing their children. This also helps us to be more agile and benefit from resources available which support us in providing exciting and relevant learning experiences. Key skill areas are built into these progression and coverage documents to ensure that children progress in 'becoming a historian' as they move through the school, irrespective of the time periods and contexts chosen.

Impact: the effects of the experiences the children have in DCHS

Through our discussions with children, their presentations and their work, we will ensure that our children can talk about history. They will show a genuine curiosity in the areas they have explored and also make links between different themes so that they are building an overview of the world. They will also show a deepening understanding of chronology and use of historical vocabulary. Children will be able to analyse and interpret information and, most importantly, they question. Children are inspired to further their knowledge and show this by their involvement in developing learning opportunities for themselves and others.

Our curriculum overview

Three and Four Year olds	Four and Five Year Olds	ELGs (milestones leading into stage D)
	Contexts (events, significant individuals and periods of time) will be the same as for the 5-7 year olds	
<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past 	<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the 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 <p>People Culture and Communities</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

5-7 years stages D and A	7-11 years stages M, E, C and H
<p>Children will be taught about:</p> <ul style="list-style-type: none"> • changes within living memory and aspects of change • events beyond living memory that are significant. These will cover a broad range of national and global events such as the Great Fire of London, the Gunpowder plot, the history of flight and a range of commemorative events. • Events from pre-history • the lives of significant individuals in the past who have contributed to national and international achievements. For eg. Mary Anning, Neil Armstrong, Rosa Parks, Queen Victoria etc. • Significant historical events, people and places in their own locality. • some elements of one or two chosen periods of time either ancient civilizations or modern historical periods. These could be through whole school learning experiences such as themed days or weeks or through an extension of learning about significant people or events. <p>The choices within the curriculum will enable children to compare aspects of life in different periods in this country and in countries other than where they currently live.</p> <p>Children will begin to develop a range of skills within the following: Chronological understanding Range and depth of knowledge and understanding of events, people and changes in the past. Historical interpretations Historical enquiry Presentation, organisation and communication.</p>	<p>Children will be taught about:</p> <ul style="list-style-type: none"> • Civilizations of the ancient world or from the classical era which could incorporate Maya, Egypt, China, Rome, Greece, India. Studies of their life, achievements and influences on the world. At least 2 studies which offer breadth in terms of contrast with British history (eg. Mayan civilization) and impact on Britain (eg. Roman Empire) • A period from the Middle Ages eg. Viking and Anglo-Saxons • One or more local history studies; • At least one theme from the Early Modern Era 1450s to the mid 1700s (Age of Discovery, Tudor England, the plague, The Stuarts including religious debate and politics and civil war) • At least one theme from Georgian England and the Age of Enlightenment, Industrial Revolution and Victorian Era (modern history post 1750) • 20th Century history including the early 1900s, WW1 and WW2 (Britain and globally) • At least one other significant society or issue in world history and how this connects with other world developments. This could include the history of Australia or modern history of the USA (settlement, civil rights etc.) • The development of trade, colonisation...the British Empire and its impact on Britain and overseas, the nature and effects of the slave trade, resistance and de-colonisation. • Immigration history <p>Children will further progress in range of skills: Chronological understanding Range and depth of knowledge and understanding of events, people and changes in the past. Historical interpretations Historical enquiry Presentation, organisation and communication.</p>

Dame Catherine Harpur's History Coverage and Progression



5-7 year olds

Part 1 : Contexts for Knowledge and Understanding (3 year cycle of coverage outlined)

Knowledge and Understanding of British History		Intended Year	Dates covered Record when planned into yearly overview	Curriculum theme or question where appropriate
To be taught about:	This might include:			
The Great Fire of London and 1600s	<p>The Great Fire Sequence of events, causes, reasons for the spread. Comparison of fire-fighting methods with today. Impact on London, studying evidence and artefacts and the changes to London after the fire. Buildings and landmarks that still exist. The gunpowder plot, Charles II, Samuel Pepys, Sir Christopher Wren</p> <p>Real life stories remarkable men and women, well known and less known, their achievements and impact</p>	2020-21	Autumn 2020	What creates fire and light?
Castles	Castles from different periods	2018-19	Spring / summer 2019	Why are buildings so exciting?
Toys	Toys from different periods in history	2021-22	Autumn	What shall we play today?

Life 100 years ago	Food and transport – a comparison with today. Money in the past How have high streets changes over the past 100 years?	2018-19	Autumn 2019	What was it like when granny went shopping?
World War 1	Events. Trenches. Animals in WWI	2018-19	Autumn 2019	
World War II	VE Day 75 th anniversary	2019-20	Spring 2020	Online contributions during lockdown 1 to celebrate VE Day
Knowledge and Understanding of Local History		Intended Year	Dates covered Record when planned into yearly overview	Curriculum theme or question where appropriate
To be taught about:	This might include:			
Our village	Local buildings	2018-19	Spring / summer 2019	Why are buildings so exciting?
The Battle of Bosworth and the start of the Tudors	Visit to Bosworth and take part in workshops	2018-19	Spring / summer 2019	Why are buildings so exciting?
World War 1	Local study of Deb's family in WW1 and relative who went to the school and dies in the war. Use 1 st hand memoirs.	2018-19	Autumn 2018 100 year anniversary of the end of WW1	Whole school theme week
Knowledge and Understanding of World History		Intended Year	Dates covered Record when planned into yearly overview	Curriculum theme or question where appropriate
To be taught about:	This might include:			
Hot and Cold: Explorers to places of extreme temperatures	Real life stories remarkable men and women, well known and less known, their achievements and impact	2020-21	Spring 2021	Hot and cold

Pirates and life at sea	Stories of women pirates. Shipwrecks, treasure.	2020-21	Spring 2020	Why are our seas so important?
The Ancient Egyptians	Comparison of ancient Egypt and Egypt today (beliefs, river Nile) Pyramids Writing in Ancient Egypt Stories	2018-19	May 2019	What good things came out of Egypt? Whole school theme week.
Pre-historic creatures, palaeontology	Dinosaurs Artifacts Including work on Mary Anning	2020-21	April – July 2021	What on Earth is going on?

Part 2: Abilities and skills to become a good historian

Area	To include:	Dates (term and year) and curriculum theme	areas of focus (letters and any additional detail)
Chronological Understanding	<ul style="list-style-type: none"> a) Sequence events in their life and recount changes which have occurred. b) Describe memories of key events c) Sequence photographs etc. from different periods of their lives. d) Place events and artifacts from different periods on a timeline e) Match objects to people of different ages f) Label timelines with words such as past, present, older and newer. g) Use dates where appropriate. 		
Range and depth of knowledge and understanding of events, people	<ul style="list-style-type: none"> a) Describe historical events b) Describe significant people from the past c) Recognise why people did things, why events happened and what happened as a result. d) Identify differences between ways of life at different times 		

and changes in the past			
Historical interpretations	<ul style="list-style-type: none"> a) Start to compare 2 versions of a past event b) Observe and use pictures, photographs and artifacts to find out about the past. c) Start to use stories or accounts to distinguish between fact and fiction d) Explain that there are different types of evidence and sources that can be used to help represent the past. 		
Historical enquiry	<ul style="list-style-type: none"> a) Find answers to simple questions about the past from sources of information eg. artifacts and by making observations. b) Choose and select evidence and say how it can be used to find out about the past. 		
Presenting, organisation and communication	<ul style="list-style-type: none"> a) Show an understanding of historical terms such as monarch, war, government, remembrance. b) Talk, write and draw about things from the past c) Use historical vocabulary to retell simple stories about the past d) Use drama/ roleplay to communicate their knowledge about the past 		

7-11 year olds

Part 1 : Contexts for Knowledge and Understanding (4 year cycle of coverage outlined)

Knowledge and Understanding of British History		Intended Year	Dates covered Record when planned into yearly overview	Curriculum theme or question where appropriate
To be taught about:	This might include:			
England in Saxon and Viking times	<p>plot Anglo Saxon and Viking Britain on timeline using BC, centuries and decades.</p> <p>How Vikings communicated, ate and lived and travelled and how this compared to Anglo Saxons (knowledge and interpretation)</p> <p>Vikings as raiders and traders</p> <p>Viking sites in the local area (Repton)</p> <p>How and when England became a unified country.</p> <p>Recognise part archaeologists play and use sources of evidence to answer questions and piece together information (historical enquiry)</p> <p>Viking Gods and goddesses</p> <p>Vikings and dragons</p>	2018-19	<p>Sept / October 2018</p> <p>Are Great Leaders Born to fly Jan- March 2021</p>	Why are Nordic Countries so Noteworthy)
Life in Tudor England	<p>Who were the Tudors? The battle of Bosworth (school visit)</p> <p>The Life and wives of Henry VIII (through Henry's blog)</p> <p>The reformation</p> <p>Living in Tudor times (focus on Elizabethan England) : health, education, food, passtimes, comparison of rich and poor</p>	2018-19	March – July 2019	Can you convince me?

	Tudor buildings and famous Tudors : visit to Stratford upon Avon The life of Shakespeare and comparison with Dr Johnson (later era) Famous Tudors : focus on Sir Walter Raleigh through the story 'My friend Walter'			
Comparison of 2 British monarchs in different eras. Queen Elizabeth I and Queen Elizabeth II	Key events and achievements during their reigns eg. Spanish Armada, Moon Landings Chronology In which countries were/ are they the Queen?	2018-19	March – July 2019	Can you convince me?
Roman Britain				
The Victorian Era Industrial revolutions	Industrial revolution. Bridges. History of the railways. Workhouses. Children in Victorian times. Working in the mills. Victoria's family. Christmas in Victorian times.	2019-20	Autumn term 2019	How good is change?
The Gunpowder Plot The great Fire of London	Events of 1600s : Great Fire and Gunpowder Plot	2020-21	Autumn term 2020	Is Plotting and Planning always marvellous? Collaboration work with class 1 (great Fire) linked to play in English
The Stuarts	Charles I , What is a revolution? What is a civil war? English Civil War compared to other Revolutions and civil wars e.g. French Revolution , American civil war. Oliver Cromwell. The Restoration of the Monarchy How the Stuarts bridged the gap to the modern world? The Bill of Rights and why it was important.	2020-21	Spring Term	Are Great Leaders born to fly
Edwardian England	Edwardian England (link to machines) The history of cars. The history of flying machines.	2020-21	Spring Term 2021	Are Great Leaders born to fly
Georgian Era and the Age of Enlightenment	Georgian Architecture and features of buildings from different periods in history from Tudor to Edwardian. Visit to Lichfield to look at buildings.	2020-21 2021-22	Summer Term 2021	What makes a journey so fascinating?

The beginning of the Industrial Revolution and the Agricultural revolution	<p>Erasmus Darwin – visit to Erasmus Darwin House to learn about his life and work. Charles Darwin and his voyage on the Beagle.</p> <p>Key inventions which led to the industrial revolution. How these changed lives.</p> <p>The agricultural revolution – life before and after.</p> <p>Influential people in the Midlands (Industrial Revolution.) A study of Richard Arkwright and Cromford mills, including a visit to Cromford Mills. Other influential industrialists in the Midlands such as John Cadbury, Abraham Darby.</p>		<p>Summer term 2021</p> <p>Autumn term 2021</p> <p>Autumn term 2021</p>	<p>What makes a journey so fascinating?</p> <p>What's our Power?</p> <p>What's our Power?</p>
Knowledge and Understanding of Local History		Intended Year	Dates covered Record when planned into yearly overview	Curriculum theme or question where appropriate
To be taught about:	This might include:			
World War 1 Ticknall Village in the early 1900s	<p>Focus on a teacher's family living in the village and the impact of WW1 through original letters and documents such as the memoirs. The life of a Ticknall boy through his memoirs.</p> <p>Taking part in the village commemorations of 100 years since the end of WW1.</p>	2018-19	November 2018	Special school focus to mark 100 years since the end of WW1
Local Industries	Industrial revolution. Potteries, coalmining.	2019-20	November / December 2019	How good is change?
Influential people in the Midlands in Georgian Times (and Industrial Revolution)	<p>Erasmus Darwin, one of the key thinkers of the Midlands Enlightenment and Charles's grandfather. Potential visit to Erasmus Darwin House (Lichfield)</p>	2020-21	Summer 2021	What makes a journey so fascinating?
	<p>Cromford mills study, including a visit to Cromford Mills.</p> <p>The history of chocolate at Cadburys (Bournville)</p>	2021-22	Autumn 2021	What's our Power?

Knowledge and Understanding of World History		Intended Year	Dates covered Record when planned into yearly overview	Curriculum theme or question where appropriate
To be taught about:	This might include:			
World War 1	Events of WWI. Planes. Life in the trenches. Animals in the war.	2018-19	Autumn 2018 (100 th year anniversary of the end of WWI)	Theme week on WW1
The post-war era of the 1920's in Britain and America.	the invention of electricity by Edison (famous scientists) and how electricity changed people's lives in the 20s and 30s. Emigration to the USA (Ellis island) Influential Americans eg. Henry Ford, Louis Armstrong Jones. Music of the 1920s	2018-19	November – December 2018	Nearly 100 years on : why remember the post-war era of the roaring 20s?
The road to equality for women role of Black women in America in the campaign for equality. Dorothy Vaughan, Rosa Parkes.	The role of Black women in America in the campaign for equality. Dorothy Vaughan, Rosa Parkes.	2018-19	January – March 2019	What would life be like on our island? (link with democracy)
Discovery and Exploration	The Age of discovery and exploration in Elizabethan times. Famous explorers from England and Europe. The impact on life in Tudor England	2018-19	May – June 2019	Can you convince me?
The Ancient Egyptians	Comparison of ancient Egypt and Egypt today (beliefs, river Nile) Pyramids Writing in Ancient Egypt Stories	2018-19	May 2019	Theme week : what good things have come out of Egypt?
World War II	Causes of WWII VE Day 75 th anniversary Bombing and the Blitz Journeys (including evacuation) Code-breaking	2019-20	Summer 2020	Question not set due to lockdown Taught mainly online
Recent history since WWII	The Berlin wall. 30 years on since the fall.	2019-20	Spring 2020	Shall we play Walls and Warriors? Not covered due to covid.

Black history	Windrush Slavery in the US Migration through History in the UK	2019-20	Summer 2020	Question not set due to covid. Taught partially online
	Enslavement in the Industrial Revolution in England – through the book 1783	2021-22	Autumn 2021	What's our Power?
Asia through the Ages	Ancient China Warriors (European and Asian) Great Wall of China (compare to other famous walls (why was that wall built?))	2019-20	Late Autumn 2019/ early spring 2020	Shall we play Walls and Warriors?
Exploring central and South America	Central and South American Civilizations and Empires (Aztecs, Mayans, Incas) Charles Darwin and his voyage on the Beagle Origins of Cocoa Beans and chocolate	2020-21	Summer 2021	What makes a journey so fascinating?
Ancient Greeks	Greek Gods – story of Hercules (overview only)	2020-21	Summer 2021	What makes a Journey so fascinating?
History of America	Key events in American history (Overview only)	2019-20	Summer 2020	Remote learning session to support work on slavery
A Timeline of Medical Milestones	What ideas did certain civilisations have about medicines? Key scientific medical milestones eg. Alexander Fleming and penicillin	2020-21	Autumn term 2020	Is Plotting and Planning always marvellous?

Part 2: Abilities and skills to become a good historian

Green indicates foundation skills and blue higher level skills.

Area	To include:	Dates (term and year) and curriculum theme	areas of focus (letters and any additional detail)
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Chronological Understanding	<p>a) Understand a timeline can be divided into BC and AD</p> <p>b) Use relevant dates, terms and period labels</p> <p>c) sequence several events, artifacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>d) Make comparisons between different times in the past</p> <p>e) Order an increasing number of events, movements and dates on a timeline (placing current study in relation to other studies)</p> <p>f) understand and describe in some detail the main changes to an aspect in a period in history</p> <p>g) understand how some historical events / periods occurred concurrently</p>	Summer 2021	Theories of Evolution a, b,c, Architecture of buildings – Tudors to Edwardian b, d
Range and depth of knowledge and understanding of events, people and changes in the past	<p>a) Identify key features and events of a period of time studied</p> <p>b) Note key changes over a period of time and give reasons for changes</p> <p>c) Explain how people and events have influenced life today Use evidence to reconstruct life in a certain period</p> <p>d) Identify and understand reasons for and results of people's actions</p> <p>e) Describe connections and contrasts between aspects of history, people, events and artefacts.</p> <p>f) Study differences between different groups of people eg. men and women and describe the attitudes, beliefs, behaviour and characteristics of different groups of people, recognising that not everyone shares the same views</p> <p>g) Compare beliefs and behaviour with another time period Identify and note connections, contrasts and trends over time in the everyday lives of people</p> <p>h) Write an explanation of a past event using evidence to support and illustrate the explanation</p> <p>i) Examine causes and results of great events and the impact on people</p>	Spring 2021	Stuarts (history focused curriculum question): a, b, c, d, e, f, g, j

Historical interpretations	<ul style="list-style-type: none"> a) Look at more than 2 versions of the same event or story and identify differences b) Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different c) Find and analyse a wide range of evidence to offer reasons for different interpretations of events, linking this to factual understanding about the past d) Consider different ways of checking accuracy of interpretations e) Start to understand the difference between primary and secondary evidence and how reliable this might be f) Start to understand the idea of bias and know that people represent events or ideas in a way that may persuade others g) Begin to evaluate the usefulness of different sources 	Spring 2021	Stuarts (history focused curriculum question): a,b,c,d,e,f
Historical enquiry	<ul style="list-style-type: none"> a) Use a wide range of sources to find out about the past and gather detail to build a clearer picture b) Construct informed responses about an aspect of life or a key event, carefully selecting and organising relevant historical information c) Begin to devise questions to find answers about the past d) Begin to undertake their own research e) Recognise when they are using primary and secondary sources of information to investigate the past f) Use a wide range of evidence (ceramics, pictures, documents, posters, online material, photos, artefacts, statues and sculptures, historic sites g) Select relevant sections of information to address historically valid questions and to construct detailed, informed responses. h) investigate their own lines of enquiry by posing historically valid questions to answer 		Stuarts (history focused curriculum question): a,c,d,e,f,h
Presenting, organisation and communication	<ul style="list-style-type: none"> a) Use and understand appropriate historical vocabulary such as rules, reigned, empire, invasion, kingdoms. b) Present, communicate and organise ideas using models, drama, role play and different genres of writing c) Start to present ideas based on their own research about a studied period 	Spring 2021	Stuarts (history focused curriculum question): b and e (roleplay and interviews filmed, posters, comic strips) c and f (research presented via TEAMS during lockdown 2) d democracy and forms of rule. revolution, civil war, bill of rights, monarchy, parliament

	<p>d) Have a good understanding of historical vocabulary such as democracy, civilisation, social, political, economic, cultural and religious.</p> <p>e) Present, communicate and organise ideas using detailed discussions and debates and different genres of writing</p> <p>f) Plan and present self-directed research about a period studied</p>		
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