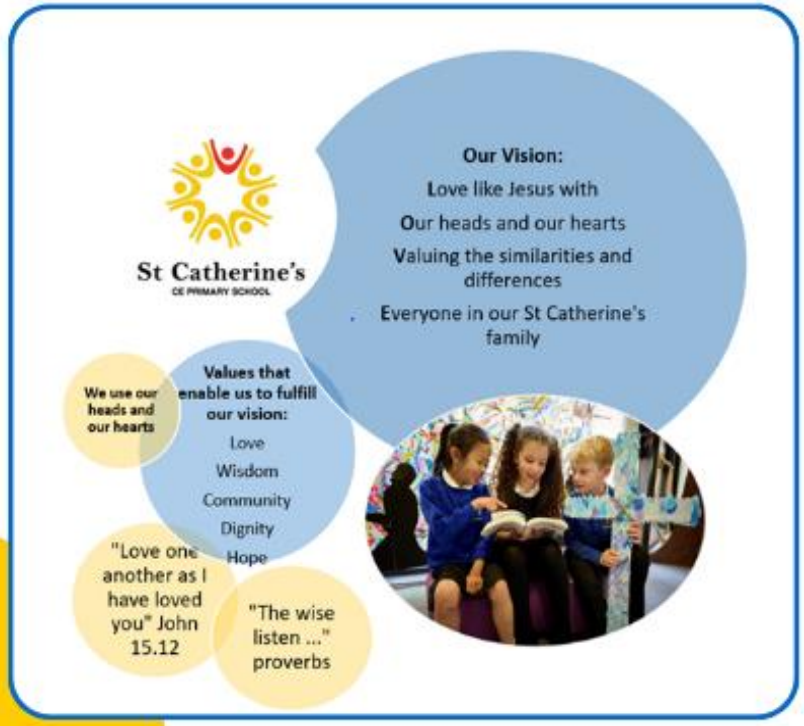
ST CATHERINE'S CE PRIMARY SCHOOL
HISTORY CURRICULUM OVERVIEW



At St Catherine's, history supports our vision to "love like Jesus with our heads and our hearts" by helping children understand the choices, challenges, and courage of people across time.

With their heads, children learn about real events where individuals acted with love or caused harm, gaining wisdom from times of conflict, compassion, injustice, and change. They explore how the past has shaped the world we live in and how courageous acts of love, sacrifice, and justice have brought about hope and progress.

With their hearts, children grow in empathy as they hear the stories of those who suffered, stood up for others, or showed great selflessness. These stories encourage deep reflection on how they can follow Jesus' example by being kind, standing up for what is right, and using their actions to serve and support others.

History also helps children recognise the importance of both unity and diversity. As they learn about different cultures, voices, and movements for fairness, they are inspired to celebrate the similarities and differences in our St Catherine's family with compassion, respect, and understanding.

Through learning about the past, children are equipped to build a more just, loving future; rooted in wisdom, dignity, and hope.

History Curriculum at St Catherine's C of E Primary School

At St Catherine's C of E Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past 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.'

National Curriculum 2014

The aims of our History curriculum are those of the National Curriculum 2014 – all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, 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 History
- 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.

Key Stage 1 Overview

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]
- 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, 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.

Year 1	Year 2
Unit: Toys	**Unit:** Schools (Victorian focus)
Enquiry Question: How are toys I play with different to those from 50 years ago?	Enquiry Question: How have schools changed?
Unit: Florence Nightingale	**Unit:** The Gun Powder Plot (Guy Fawkes)
Enquiry Question: What is Florence Nightingale remembered for? What difference did it make?	Enquiry Question: How do people challenge leaders?
Unit: The Great Fire of London	**Unit:** A Local Study: Trains and The Severn Valley Railway
Enquiry Question: What do leaders do to help people?	Enquiry Question: How did the introductions of trains change Kidderminster?

Key Stage 2 Overview

Pupils should continue to:

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

Year 3	Year 4	Year 5	Year 6
Unit: Changes in Britain from Stone age to Iron Age	**Unit:** The Vikings	**Unit:** Ancient Egypt	**Unit:** Tudors
Enquiry Question: What were the major achievements of the stone age?	Enquiry Question: Vikings – ruthless invaders or peaceful settlers?	Enquiry Question: Why and how do civilisations gain and lose power?	Enquiry Question: Is it right to inherit power?
Unit: A local History Study: Kidderminster Carpet Industry	**Unit:** The Roman Empire	**Unit:** Anglo Saxons	**Unit:** World War One
Enquiry Question: Did the carpet industry change Kidderminster? If so, how?	Enquiry Question: Was it internal conflict or repeated invasions that ended Roman rule?	Enquiry Question: Were there any differences between the Anglo-Saxon and Viking invaders?	Enquiry Question: How does opposition create conflict?
Unit: The Shang Dynasty	**Unit:** Ancient Greece	**Unit:** Mayan Civilisation	**Unit:** World War Two
Enquiry Question: How did disagreements about how to treat others cause the conflict that ended the Shang Dynasty?	Enquiry Question: What makes a great leader?	Enquiry Question: What can we learn from the Mayans and their achievements? Have they influenced today? If so, how?	Enquiry Question: How did the war start and how can it be prevented in the future? What are the consequences of invasion?

Our Intention is to ensure that the children at our school:

- **Enjoy it**
- **Believe they can do it**
- **See the purpose in it**
- **Do it confidently**
- **Can do it now, tomorrow and forever**

Every subject, every cross- curricular theme, every aspect of our work is an ‘it’!
Every child has at least one ‘it’ – we need to find it!