



Saint Mary's Catholic Primary Academy

History Curriculum 2025-26

What do we want for our pupils?

Intent

At Saint Mary's, our History curriculum is designed to inspire children's curiosity about the past through a topic-based approach and hands on experience wherever possible. Children have voiced, what they want to know about their country's history so we strive, through our topics, to deliver this. We teach our children how Britain has influenced and been influenced by the wider world. Children are also taught about significant historical events that have shaped the world in which we live in today, as outlined in the national curriculum. The teaching of history in our school is intended to equip pupils to ask relevant questions about the past, analyse evidence, think critically, appreciate different perspectives, and develop informed judgements. Our History curriculum is intended to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

Implementation

We deliver the history curriculum through carefully thought out topics that ensures coverage of the national curriculum as well as progression of children's knowledge and understanding. Each term, children will study an in-depth historical topic, where they can explore and be fully immersed in a history project. This is to ensure children have time to develop their skills and knowledge as well as have in depth learning. As a school, we decided that it is important for the children to understand the background of our local area, country and historical events that have happened and shaped our lives today. As result, all year groups will study in-depth history topics of a chronological timeline of life and events in British History. History knowledge about the wider world will be covered in other topics throughout their time in school. Learning will be practical and hands on, where possible, through educational visits or through professionals visiting the school. The topics will provide meaningful contexts to their learning and encourage them to think like historians. Through the topics, children will use a wide range of skills in order to present their work.

What is our goal?

Impact

By the time the children leave Saint Mary's, they will:

- have a secure knowledge and understanding of people, events and contexts from the historical periods covered.
- be able to discuss their knowledge and understanding of key events confidently.
- have the ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- have the ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past.
- have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Assessment in History

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding. In addition to multiple choice retrieval quizzes at the start of each lesson to demonstrate the acquisition of 'sticky knowledge'.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

Year Group	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
FS1	Own history Family history					
FS2	Situations from the past Compare and contrast figures from the past					
1		Childhood in 1950s		<u>Local History Study</u> Victorian Cleethorpes		The Great Fire Of London
2		Explorers and Exploration		<u>Local History Study</u> Fishing Heritage of Grimsby		British Kings and Queens
3		Stone, Bronze and Iron Age		<u>Local History Study</u> Medieval and Tudor Grimsby		Roman Britain
4		Anglo-Saxons and Vikings		<u>Local History Study</u> Victorian Grimsby		Ancient Egypt
5		Maya Civilisation		<u>Local History Study</u> St Mary's School		Ancient Greece
6		World War Two		<u>Local History Study</u> Wartime in Grimsby, Cleethorpes and Lincolnshire (WW1 and WW2)		Slavery

NATIONAL CURRICULUM

In KS1 pupils are 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
- 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
- significant historical events, people and places in their own locality.

In KS2 pupils are taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek 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 civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.

YEAR ONE		
CHILDHOOD FROM 1950s	VICTORIAN CLEETHORPES	THE GREAT FIRE OF LONDON
<u>Knowledge and Understanding:</u> - To know 'the past' refers to events happening before today (EYFS Retrieval) - To know that a timeline is a display of events, people or objects in chronological order. - To know that in the 1950s family life was very important. - To know that there are similarities and differences between childhood toys since 1950s. - To know that children in 1950s spent time outdoors more than today. - To know that the coronation of Queen Elizabeth II was a significant event in the 1950s. - To know that there are similarities and differences between school today and in the 1950s.	<u>Knowledge and Understanding:</u> - To know that there were key events in the history of Cleethorpes Pier. - To know that Cleethorpes changed in Victorian times. - To know that there were possible causes and consequences of the fire on Cleethorpes Pier. - To know that trends have changed over time. - To know that Victorian Cleethorpes has left a legacy on Cleethorpes today.	<u>Knowledge and Understanding:</u> - To know that The Great Fire of London was a key event on the timeline of British history. - To know that a London street was different in 1666 than it is now. - To know that The Great Fire of London lasted four days. - To know that Samuel Pepys was a diarist who wrote about the events of The Great Fire of London. - To know that The Great Fire of London left a legacy on fire safety. - To know that The Great Fire of London left a legacy on how London looks today.
<u>Historical Enquiry</u> Ask closed questions to find out more about the past (<i>Who was that? What year was this?</i>). - Answer questions using an information source (books or pictures). - Show some understanding of how people find out about the past.		
Vocabulary: timeline, chronological order, first, next, then, after that, finally, decade, past, present old-fashioned, modern, matchbox toys, dolls, marbles, skipping, technology, popular, similarities, differences, hopscotch, ink pen, ink well, pinafore, suit, ring-a-ring o'roses, overcoats, satchel, primary, secondary, source, monarch, coronation, significant, event, past, present, legacy, childhood	Vocabulary: past, present, pier, change, use Pier Gardens, Ross Castle, railway. pavilion, cause, consequence, similarities, differences, buildings, seaside, bathing gown, tourism, tourists, legacy, resort	Vocabulary: Timeline, chronology, past, population, similarities, differences, thatched roof, overcrowded, bakery, burning, spread, swept, destroyed, fire fighters, smoke, flame, sources, primary, secondary, diary, artefacts, evidence, fire brigade, legacy, fire fighters, safety, cause, consequence, legacy, rebuilt, changes, infrastructure, monument

YEAR TWO		
EXPLORERS AND EXPLORATION	FISHING HERITAGE OF GRIMSBY	BRITISH KINGS AND QUEENS
<u>Knowledge and Understanding:</u> - To know that a timeline is a display of events, people or objects in chronological order. (Y1 recap) - To know that Christopher Columbus was a famous Italian explorer. - To know that Christopher Columbus' motivation as an explorer was to find a new trading route. - To know that life on board Christopher Columbus' expeditions was harsh. - To know that Amy Johnson was a pioneering English pilot. - To know that Amy Johnson challenged stereotyping. - To know that Christopher Columbus and Amy Johnson both left a legacy on exploration.	<u>Knowledge and Understanding:</u> - To know that Grimsby was the largest fishing port in the world in the 1950s. - To know that the life of a fisherman was dangerous - To know that the life of the fishing community in the 1950s was harsh. - To know that Grimsby has changed over time. - To know that the fishing industry in Grimsby has left a legacy.	<u>Knowledge and Understanding:</u> - To know that a timeline is a display of events, people or objects in chronological order. (Y1 recap) - To know that William the Conqueror was the last invader of England. - To know that the feudal system was a way of organising society. - To know that Henry VIII had six wives. - To know that Henry VIII was a king who had a significant impact on England. - To know that Queen Victoria was the second longest reigning British monarch - To know that Queen Victoria had a significant impact on society.
<u>Historical Enquiry</u> - Ask more open-ended questions to reflect on the past (<i>What was it like for people in...? Why did they ...?</i>) - Answer questions using reference to a specific source (such as an information book or picture). - Show understanding of how evidence is collected & used to make historical facts and find out about the past.		
Vocabulary: significant, explorer, century, timeline, chronological order, decade, century, millennia, motivation, expedition, trade, route, Indies, voyage, goods, slavery, expedition, harsh, crew, scurvy, disease, biscuit, caravel, carrack, rigging, sail, pilot, aviator, aviation, pioneering, significant, flight, solo, artefact, evidence, primary source, secondary source, stereotype, equality, engineer, compare, contrast, similarities, differences, legacy, impact, inspiration, positive, negative	Vocabulary: Fishing, heritage, harbour, port, trawler, fisherman, hauling, skipper, community, thriving, popular, wealth, industry, trawler, fleet, decline, cause, consequence, conflict, port, import, export, renowned, century, impact, decline, wealth, industry, amenities, legacy	Vocabulary: monarchy, monarch invasion, conquest, conqueror, kingdom, Anglo-Saxon, chronology, timeline, Norman, Viking, reign, rule, power, hierarchy, feudal system, knight, peasantry, serfs, freemen, tenants-in-chiefs, society, parliament, divorce, marriage, law, religion, century, beheaded, reformation, impact, significant, positive, negative, influence, empire, Victorian, era, national, international, impact, society, significance, traditions, morals, popular

YEAR THREE		
STONE, BRONZE AND IRON AGE	MEDIEVAL AND TUDOR GRIMSBY	ROMAN BRITAIN
<u>Knowledge and Understanding:</u> - To know that chronological order means putting events in the order they happened. (Recap Y2) - To know the different historical terms to describe different time periods. - To know that archaeological evidence informs us about life in pre-historic Britain. - To know that the invention of different tools had an impact on Stone Age people's lives. - To know that the discovery of metal changed the way people lived in the Bronze Age. - To know that invention and ingenuity had an impact on Iron Age people's lives. - To know that the legacy of inventions and ingenuity in Pre-historic Britain still lives on today.	<u>Knowledge and Understanding:</u> - To know that the population of Grimsby changed over time. - To know that Grimsby had many religious houses. - To know that Grimsby had a government and a court. - To know that the plague came to Grimsby. - To know that King Henry VIII's legacy had an impact on Grimsby.	<u>Knowledge and Understanding:</u> - To know that events are ordered and sequenced. (Y2 recap) - To know that Romans attempted to invade Britain many times. - To know that Julius Caesar was one of the best known emperors who attempted to invade Britain. - To know that Hadrian's Wall was built to secure the Empire's border. - To know that trade boosted the British economy but also led to the enslavement of certain members of society. - To know that Boudicca led the revolt against the occupying forces of the Roman Empire. - To know that Romans had an impact on life in Britain.
<u>Historical Enquiry</u> - Begin to use evidence to ask questions and find out more about the past. - Begin to use research skills to find out about a time period studied. - Use at least one source of evidence to provide a more detailed answer about the past. - Begin to consider '<i>What is a suitable source of evidence?</i>'		
Vocabulary: decade, century, millennia, era, Stone Age, Bronze Age, Iron Age, source, artefact, primary, secondary, deduce, historian, archaeological, evidence, Palaeolithic, Mesolithic, Neolithic, weaponry, arrowhead, spearhead, hammer and chisel, invention, ingenuity, metal, bronze, copper, tin, iron, metallurgy, metal worker, sickle, ore, trade, tool, cape, craftsman, quern, loom, crop, Celt, pottery, blacksmith arable farming, legacy, changes, similarities, differences, improvements	Vocabulary: population, port, growth, decline, monks, friars, nunnery, leper, abbey, charter, government, court, King John, plague, Black Death, outbreak, infected reformation, divorce, monasteries, Henry VIII, Catherine of Aragon, cause, consequence, legacy, source, evidence, primary, secondary	Vocabulary: Britannia, century, conquer, dictator, emperor, empire, invasion, Romanise, Caledonia, Celtic, fortress, rebellion, hierarchy, slave, trade, Iceni tribe, rebellion, impact, trade, religion, culture, society, evidence, archaeology, primary, secondary, source, cause, effect, similarities, differences, legacy

YEAR FOUR		
ANGLO-SAXONS AND VIKINGS	VICTORIAN GRIMSBY	ANCIENT EGYPT
<u>Substantive Knowledge</u> - To know that Romans occupied Britain until AD 410. (Recap Y3 Roman Britain) - To know that there were many causes and consequences of the Anglo-Saxon invasion of Britain. - To know that historical artefacts can reveal much about the object's use or owner. - To know that Anglo-Saxon society had a hierarchy. - To know that the Vikings and Anglo-Saxons had power struggles. - To know that the everyday lives of the Vikings were very similar to that of the Anglo-Saxons. - To know that Anglo-Saxon and Viking rule have left a legacy in England today.	<u>Substantive Knowledge</u> - To know that Grimsby had a boom in population and industry. - To know that the Grimsby Dock Tower has a historical significance. - To know that Grimsby expanded its amenities to meet the needs of the people. - To know that Grimsby had a workhouse for the poor. - To know that the railways left a legacy on Grimsby.	<u>Substantive Knowledge</u> - To know that Ancient Egypt can be placed on the timeline of historical periods. - To know that the River Nile was a great importance in the pattern of life in Ancient Egypt. - To know that there was a hierarchy in Ancient Egyptian society. - To know that daily life was different for the rich and poor. - To know that Ancient Egyptians believed in the afterlife. - To know that artefacts tell us about the life of Tutankhamun. - To know that Ancient Egypt left a legacy on aspects of mathematics, writing and inventions.
<u>Disciplinary Knowledge</u>	<u>Disciplinary Knowledge</u> - Discuss and represent change over time with evidence from various sources. - Use a variety of sources to improve research and use them to build detailed pictures. - Explain causes and consequences of some events in history. - Use a variety of sources to improve research and use them to build detailed pictures. - Distinguish between primary and secondary sources. - Use retrieval to compare between social, cultural and religious beliefs of a society in the past.	<u>Disciplinary Knowledge</u>

	• Begin to understand that historians make informed choices about relevant sources to tell us about the past. • Discuss causes and consequences of main historical events. • Give reasons why certain historical events happened and begin to link to evidence.	
<u>Historical Enquiry</u> • Reflect upon varied evidence sources to ask varied questions and build a more detailed picture about the past. • Use a variety of sources to improve research and use them to build detailed pictures. • Distinguish between primary and secondary sources. • Begin to understand that historians make informed choices about relevant sources to tell us about the past.		
Vocabulary: Angle, Anglo-Saxon, Celt, Celtic, defend, expand, invasion, Jute, Pict, Saxon, Scot, territory, artefact, evidence, archaeology, archaeologist, primary source, secondary source, burial ground, ceorl, hierarchy, king, kingdom, settlement, slave, society, thegn,, Viking, power, warriors, battles, peace, raids, monastery, plunder, Danelaw, compare, similar, different, craftspeople, farming, longhouse, wattle and daub, law, legacy, government, worship, pagan, Christianity, impact, culture, politics, language	Vocabulary: Industry, population, expansion, cause, consequence, iconic, landmark, listed building, amenities, primary, secondary, evidence, workhouse, master, lodging, export, import, legacy, goods, impact, similarities, differences, compare	Vocabulary: civilisation, Nile, settlements, trade, drought, flooded, timeline, chronology hierarchy, Pharaoh, noble, peasant, priest, vizier, slave, scribe, farmer, craftsman, soldier, Ma'at, social mobility, society, gods, goddess, afterlife, Anubis, mummification, ritual, tomb, temple, embalming, culture, Tutankhamen, pyramid, excavation, artefact, archaeologist, legacy, government, writing, customs, numerical systems, architecture, art, religion, inventions, social structures, impact, influence, papyrus

YEAR FIVE		
MAYA CIVILISATION	ST. MARY'S SCHOOL	ANCIENT GREECE
<u>Knowledge and Understanding:</u> • To know that there were different civilisations over different time periods in Britain (Recap Y3/4 – Ages, Roman and Anglo-Saxon Viking). • To know that the ancient Maya civilisation existed alongside many different periods in Britain. • To know that the Maya were known for their architecture. • To know that there was hierarchy in ancient Maya society.	<u>Knowledge and Understanding:</u> • To know that a school log book is a record of events in St. Mary's. • To know that religious instruction was the centre of an education at St. Mary's • To know that children played traditional games at playtimes at St. Mary's. • To know that different groups of children learned different lessons at St. Mary's.	<u>Knowledge and Understanding:</u> • To know that there were different periods during the Ancient Greek timeline. • To know that Athens in the Classical Period was a democratic city state. • To know that there were similarities and differences between the city states of Sparta and Athens. • To know that artefacts tell us what life was like in Ancient Greece. • To know that Ancient Greeks celebrated many achievements but were influenced by other ancient civilisations.

- To know that aspects of Maya daily life are still seen today. - To know that the Maya believed in many Gods. - To know that the Maya civilisation left a legacy of inventions.	To know that the log book recorded unique key events in the life of the school.	- To know that Ancient Greece traded with countries from around the world. - To know that Ancient Greece left a legacy on the world.
Historical Enquiry Devise historically valid questions about historical periods. Compare two different forms of evidence for their suitability. - Make informed choices and analyse more than one source of evidence in order to justify claims about the past in a written response. - Appreciate how historical artefacts have helped us understand more about British lives.		
Vocabulary: Chronological order, millennia, ancient civilization, Mesoamerica, architecture, temple, pyramid, palace, causeway, royals, nobles, limestone, thatch, adobe, wattle and daub, hearth, society, city state, power, wealth, trade, king, ruler, noble, priest, official, craftsmen, farmer, labourer, slave, agriculture, farming, crops, diet, entertainment, hunting, foraging polytheistic, offering, sacrifice, ancestor, worship, divine, deity, belief, priesthood, ritual, invention, legacy, impact, culture, tradition, calendar, astronomy, hieroglyph, tumpline, sacbeob, metate, decline	Vocabulary: Log book, primary, secondary, source, extract, social history, recount, eyewitness, evidence, historical enquiry, hypothesis, deduction, conclusion, religion, scripture, inspection, feast, holy, obligation, inspector, traditional, community, , scholarship, corporal punishment, sanctions, accident, events, unique, compare, contrast, similarities, differences	Vocabulary: Athens, city state, democracy, Classical period, innovations, advancements, Sparta, oligarchy, government, invasion, artefacts, primary source, secondary source, evidence, sculpture, pottery, theatre, temples, architecture, Influence, impact, trade, civilisation, wealth, archaeological

YEAR SIX		
WORLD WAR TWO	WARTIME GRIMSBY, CLEETHORPES AND LINCOLNSHIRE (WWI AND WW2)	SLAVERY
<u>Knowledge and Understanding:</u> - To know that World War Two was a key event in the timeline of British history. - To know that the start of World War Two was linked to World War One. - To know that the Battle of Britain was a significant event in World War Two. - To know that the Blitz targeted many cities over a number of years. - To know that people continued with their daily life during World War Two.	<u>Knowledge and Understanding:</u> - To know that Grimsby and Cleethorpes changed in appearance during World War One and World War Two. - To know that the 'Grimsby Chums' fought in World War One. - To know that East Marsh suffered many losses in World War One. - To know that Grimsby and Cleethorpes were attacked in World War One.	<u>Knowledge and Understanding:</u> - To know that African people were enslaved by European colonisation. - To know that Britain played a key role in the Maafa. - To know that the triangular slave trade was a transatlantic system of enslavement which had an enormous human impact. - To know that British society benefited from enslavement. - To know that William Wilberforce was a key figure in the abolition of slavery.

- To know that women played an important role during World War Two. - To know that World War Two left a legacy on the world today.	To know that butterfly bombs were dropped in air raids on Grimsby.	To know that many inspirational black Britons have had a positive impact on society.
Historical Enquiry - Devise historical questions about change, cause, similarities, differences, and significance relating to the period studied. Analyse a wide range of evidence in order to justify claims about the past. - Bring knowledge gathered from several sources together in a fluent account, giving one or more reasons to support a historical argument. - Understand that no single source of evidence gives the full answer to questions about the past.		
Vocabulary: Reparation, alliance, appeasement, imperialism, militarism, declaration, treaty, economy, dictatorship, cause, effect, consequence, turning point, battle, airforce, Luftwaffe, RAF, defence, airfield, military, campaign, Operation Sealion, Blitzkreig, air raid, shelter, Anderson shelter, Morrison shelter, blackout, offensive, bombing, ration, ration book, starvation, Dig for Victory, Ministry of Food, queue, vegetables, Black Market, evacuation, evacuee, society, significant, role, women, crucial, vital, influence, propaganda, legacy, positive, negative, consequence, benefit, detriment, peace, nuclear, space exploration, treaty	Vocabulary: World War, outbreak, government The Somme, battalion, memorial Cenotaph, Zeppelin, butterfly bomb, air raid, evidence, artefact, records, cause, consequence, legacy, impact, primary source, secondary source, evaluate, analyse	Vocabulary: Maafa, disaster, slavery, enslavement, trade, transatlantic, plantation, slave owner, cause, consequence, impact, effect, detriment, indigenous, industry, empire, colony, colonisation, abolition, privateer, wealth, power, rule, society, discrimination, inequality, equality, emancipation, export, import, oppression, resistance, legacy, tragedy, prohibition, significant