

History Curriculum Summary

History at St John's is about helping a child to understand their culture and developing their powers deduction, perception and imagination. Throughout the year groups we aim to develop the pupils' curiosity about past events, exciting characters and ordinary folk, and how events have influenced the world in which we live today, thus encouraging their understanding of how society and they, themselves, have developed. In History lessons across the year groups, debate and discussion, story-telling and analysis, source work and research bring to life the stories of the past. At each point, the relevance of the past is discussed in a way that helps the pupils to realise that they have personal choices, attitudes and values and that these will form part of history in the future. We hope that when our pupils leave us that they realise that history is about people from all over the world and that everyone needs to know where they come from in order to know who they are.

Key Skills and Content

Kindergarten (KG)

Key Skills include:

- Talk about past and present events in their own lives and in the lives of family members.
- Describe similarities and differences between themselves and others, and among families, communities and traditions.
- Understand and use simple historical vocabulary e.g. yesterday, past, long ago and be able to sequence events.

Topics:

The KG curriculum changes each year as it follows the interests and experiences of the children. Topics might include looking at family photographs and comparing ourselves and our parents as babies, comparisons of old and new toys or comparisons of homes based on books we are reading such as 'Peepo' by Janet and Alan Ahlberg.

Transition 1 (T1)

Key Skills include:

- Place events and objects in chronological order.
- Compare how people's needs, objects and lifestyles change over time and use common words and phrases relating to the passing of time.
- Ask and answer questions about past events and historical figures.
- Describe and make observations using photographs, diary entries and historical artefacts to find out about the past and to compare past and present.

Topics:

- Homes
- Antarctica – Captain Scott
- Flight

Transition 2 (T2)

Key Skills include:

- Use simple evidence and artefacts to gain information about the past
- Make comparisons between events/artefacts from the past and today
- Stimulate enquiry skills and be able to respond to and answer a range of open and closed questions

- Recognise a number of ways the past is represented
- Use a range of ICT-based resources to further research and answer questions (Video, DVD, Laptops and Search Engines.)
- Recognise why people did things, why events happened and what happened as a result
- Use a range of common words and phrases relating to the passing of time. (Before, after, a long time ago, grandparents' time, parents' time, past)
- Use stories, eye-witness accounts, pictures and photographs to find out about the past
- Recognise that events in the past can be recorded in different ways.

Topics:

- Victorians
- Great Fire of London
- Florence Nightingale

In the Summer term, the topic for study is chosen by the children and they are guided to make informed choices about what questions to ask, how to research and find out answers and how to present the information. Skills taught and learnt are in line with those listed above.

Form 1

Key Skills include:

- Place events in British history in chronological order and know how Britain has changed through history.
- Use historical vocabulary to make connections and contrasts between different events in history.
- Ask and answer historical questions about the past.
- Use a range of different sources to explore and answer questions about the past.

Topics:

Throughout Form 1 children learn about the different British invasions and how life in Britain changed as a result.

- Romans
- Saxons
- Vikings

Form 2

Key skills include:

- Place events in world history in chronological order.
- Use a widening historical vocabulary to make connections and contrasts between different events in world history.
- Ask their own historical questions about the past.
- Use a range of different sources to explore and answer questions about the past and understand the difference between primary and secondary sources, making judgements on the differing sources.
- Understand the importance of historical enquiry and develop research skills.
- Understand how events can be viewed differently from different historical perspectives.

Topics:

- Ancient Egyptians
- World War II
- Aztecs
- Greeks

Form 3

Key Skills include:

- Compare different sources to make judgements about the past and develop an understanding of the difference between fact and opinion.
- Develop an understanding of change and continuity in history.
- Place an increasing range of events in chronological order.

- Use a widening historical vocabulary to make connections and contrasts between different events in British history.
- Use a range of different sources to explore and answer questions about the past and understand the difference between primary and secondary sources, making judgements on the differing sources.
- Understand the importance of historical enquiry and develop research skills.
- Understand how events can be viewed differently from different historical perspectives and how values and beliefs changed over time.

Topics:

The whole of the third form is spent studying the Tudor period. This includes learning about:

- Tudor monarchs
- Battle of Bosworth
- Break with Rome and the dissolution of the monasteries
- Mary Rose
- Spanish Armada
- Tudor explorers
- Shakespeare's Theatre

Form 4

Key skills include:

- Use a range of historical evidence to understand the past, focussing on use of written source material and be able to interpret and evaluate it effectively.
- Develop an understanding of change and continuity in history.
- Place an increasing range of events in chronological order.
- Use a widening historical vocabulary to make connections and contrasts between different events in history.
- Understand the importance of historical enquiry and develop research skills.
- Understand how events can be viewed differently from different historical perspectives and how values and beliefs changed over time.

Topics:

- Victorians (including the Great Exhibition, rich and poor, child labour, education, public health, crime and punishment)
- Ships and Seafarers (the first boats, Egyptian boats, Greek Trireme, Roman Corbita, Viking Longship, exploration in the Middle Ages, the great explorers,

Forms 5 and 6

Key Skills include:

- Have a strong understanding of chronology.
- Understand the causes and consequences of historical events.
- Be able to describe the differences between ways of life at different times.
- Be able to interpret a variety of different sources of evidence through comprehension, corroboration by cross-referencing sources, the evaluation of sources for utility, deduction and interpretation.
- Be able to construct an historical argument both orally and in written form, using evidence to support statements and showing a good understanding of the different opinions and the difference between fact and opinion.
- Carry out an historical enquiry, using a range of sources.
- Be able to organise, analyse and communicate, using the appropriate historical vocabulary.

Topics:

In Forms 5 and 6, the children work on a two-year course on the Medieval Realms (1066-1485), leading to Common Entrance or Scholarship level. This includes learning about:

- 1066 (claimants to the throne, the Battle of Hastings)
- William the Conqueror and the Normans
- Henry II and the restoration of law and order
- The Church

- Thomas a Becket
- The Third Crusade
- The Wars of the Roses
- Richard III
- The Battle of Bosworth
- The Princes in the Tower
- Henry VIII
- The Monasteries
- King John
- The Magna Carta

Contribution to Spiritual, Moral, Social and Cultural Education

History develops SMSC in a wide variety of ways, including:

- Giving the opportunity to reflect on the decisions man has made throughout history and the consequences of those decisions
- Exploration of religious history (such as monasticism) and discussion of how belief has informed behaviour throughout history
- Supporting children to work collaboratively
- Giving children an understanding of the variety of cultures in the world (such as through studying Ancient Civilizations)
- Exploring the moral choices made in the past and reflecting on our response to them today
- Exploring different historical characters – why they made the decisions they did, what their feelings were
- Developing empathy with people living under different conditions throughout history and an appreciation of the benefits that we have
- Understanding how and why societies develop