



# Rationale and National Curriculum links to subject

## Subject Overview

The history curriculum at Langney Primary Academy is designed to introduce pupils to a range of historical periods and events, both in Britain and globally, from the past to the present day. In the early years, the focus is on helping children understand change over time, initially through personal experiences and then moving towards more distant periods. The curriculum progresses to cover key eras, including the Stone Age, Ancient Civilizations (Egypt and Greece), the Roman Empire, the Tudors, and the Victorian Era. The curriculum also explores specific themes such as the history of space travel, vehicles, animals, and houses, as well as delving into significant political events and movements, including the role of Parliament and Prime Ministers, the growth of the British Empire and the fight for human rights and political freedoms. The curriculum also gives pupils the chance to study more local history, with units on Anglo-Saxons, Scots and Vikings

## Aims and Objectives

The primary aims of the History curriculum are to help children understand the past, how it connects to the present, and how people's lives have been changed by historical events. Specific aims include:

- Developing a chronological understanding of history by exploring events in order.
- Understanding significant historical periods, such as the Roman Empire, the Tudors and the Victorian Era, and the historical events that took place during those times.
- Learning about different societies and cultures by studying the lives of people in different periods, including their homes, jobs, and religious beliefs.
- Exploring cause and effect by examining how events and actions had consequences in the past. For instance, in Year 3, learning about migration, religion, and trade are framed through the context of "warring tribes" and the need for "security and protection". Similarly, in Year 5, the curriculum examines the impact of the Industrial Revolution on the lives of the rich and the poor.
- Developing an understanding of the past by comparing present and past, such as when learning about how houses have changed or about how the way families grow food and crops are harvested.
- Understanding how key historical figures influenced events, such as those who fought for human rights and political freedom like Gandhi, Rosa Parks, and Martin Luther King Jr.
- Recognising the roles of powerful leaders, including Kings, Queens, and Prime Ministers, and understand the impact they have had.



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## Teaching and Learning Approaches

Our curriculum uses a variety of teaching approaches, depending on the age of the pupils and the subject matter.

- Focus on specific periods: By focusing on specific eras like the Tudors or Victorians, the curriculum enables in-depth study.
- Exploration of lives: Pupils will learn about the lives of people in the past, for example their homes, jobs, and beliefs, which will also help them understand daily life and society in different historical periods.
- Inquiry based learning: Learning will involve an element of inquiry into past societies, their beliefs and their ways of life, as can be seen from the learning goals in the curriculum.
- Use of comparisons: Students are taught to make comparisons between the past and the present to understand how people and society has changed.
- Local Context: The curriculum incorporates aspects of local history through the study of Anglo-Saxons, Scots, and Vikings.
- Inclusion of social issues: Through the study of human rights, the curriculum also seeks to understand social issues such as racial equality and political freedom.



Langney Primary Academy



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## National Curriculum programme of study

Key Stage 1

|   | Year 1              |                          |                                | Year 2            |            |                 |
|---|---------------------|--------------------------|--------------------------------|-------------------|------------|-----------------|
|   | Discovering History | Kings, Queens and Leader | Parliament and Prime Ministers | Romans in Britain | The Tudors | Powerful Voices |
| <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>  | ✓                   | ✓                        | ✓                              |                   |            | ✓               |
| <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>   | ✓                   | ✓                        | ✓                              | ✓                 | ✓          | ✓               |
| <ul style="list-style-type: none"> <li>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</li> </ul> | ✓                   | ✓                        | ✓                              | ✓                 | ✓          | ✓               |
| <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> </ul>   | ✓                   |                          | ✓                              | ✓                 | ✓          |                 |



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## National Curriculum programme of study

Key Stage 2

|  | Year 3                |               |                | Year 4       |                                 |
|--|-----------------------|---------------|----------------|--------------|---------------------------------|
|  | Stone Age to Iron Age | Ancient Egypt | Ancient Greece | Ancient Rome | Anglo Saxons, Scots and Vikings |
| •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.            |                       |               |                |              |                                 |



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## National Curriculum programme of study

Key Stage 2

|  | Year 5               |                       |            | Year 6  |             |                  |
|--|----------------------|-----------------------|------------|---------|-------------|------------------|
|  | Early British Empire | Industrial Revolution | Victorians | Baghdad | World War 2 | The Suffragettes |
| •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.            |                      |                       |            | ✓       |             |                  |