























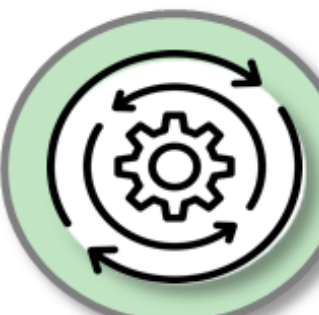

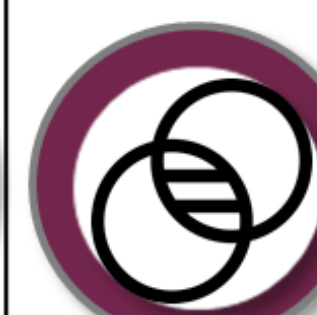
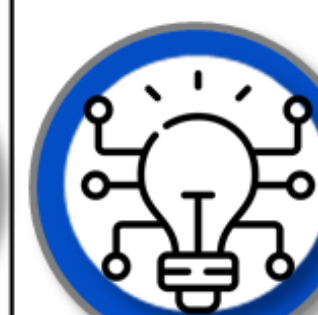




History –Curriculum Overview

Year Group	Black History - Significant Person Study 1	Unit of Study 2	Unit of Study 3
<p style="text-align: center;">Reception 'Past and Present'</p>	<p style="text-align: center;">Mae Carol Jemison <i>First Black Female Astronaut to go into Space in 1992</i> <i>Significant individuals who have contributed to national and international achievements</i></p>	<p><i>Me and My World</i> - Parents, Grandparents and my School and the significance of people in their lives Learn about our families, our memories and the history of our own family - how did their parents' and grandparents school life compare to their own? Look at photos of our school from the past and visit the old school site off the high street to help make comparisons more real. Create a simple timeline from when they were born</p> <hr/> <p style="text-align: center;"><i>Ticket To Ride - Transport</i> Comparison of old and new and understand how transport has changed since their grandparents were young Great Central Railway Trip, Heritage Bus Company</p> <hr/> <p style="text-align: center;">Why do people wear poppies every year in November?</p>	<p style="text-align: center;"><i>Once Upon A Time - Traditional Stories and Characters</i> Continue to learn about the past through characters and books and understand how familiar things to us were different in the past compared to present day - books and stories (old and new)</p>
<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Significance Innovation</p>  	<p style="text-align: center;">Similarities & Difference Change and Continuity Conflict</p>   	<p style="text-align: center;">Similarities & Difference Change and Continuity</p>  
<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Nelson Mandela <i>Significant individuals who have contributed to national and international achievements</i></p>	<p style="text-align: center;">Changes In Our Local Area <i>Past and Present - Changes within living memory</i></p> <p>What has been the impact of changes to the village of Ibstock? Comparison of Ibstock High Street - Then and Now - Changes since the 1950's. Links to the local Mining culture and community in the 1950's and how that has now changed. Areas once used for mining are now sites of conservation. Visit to local Ibstock high street and local historian visitor</p>	<p style="text-align: center;">George & Robert Stephenson <i>Significant Individuals / historical events people and places in their own Locality</i></p> <p>George and Robert Stephenson (founder of Snibston Colliery and father of the railways) Why did he decide to mine for coal at Snibston and what was the impact on Coalville and the surrounding areas? Visit to Snibston Colliery Park - Look at the colliery itself and railway. Also, how Snibston Colliery Park has been transformed into an important ecological, conservation site</p>
<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Significance Change and Continuity</p>  	<p style="text-align: center;">Similarities and Differences Change and Continuity</p>  	<p style="text-align: center;">Significance Innovation</p>  
<p style="text-align: center;">Year 2</p>	<p style="text-align: center;">Rosa Parks <i>Significant individuals who have contributed to national and international achievements</i></p> <p>Rosa Parks was treated different because of the colour of her skin. Rosa Parks was a civil rights activities who stood up for what she believed in. She inspired others to make a stand against inequality and this led to the bus boycott. The bus boycott led to equality and fairness on buses as white and black people were no longer segregated</p>	<p style="text-align: center;">WW1 and Remembrance <i>Events beyond living memory, commemorated through anniversaries</i></p> <p>Remembering the life of a soldier (Henry 'Harry' Camp Badcock) Soldiers singed up for war and some of the men had to lie about their age. There were many battles during WWI . Conflict between the Triple Entente (UK, France and Holland) and Triple Alliance (Germany, Italy and Austria) saw many soldiers lose their lives. The soldiers lived in trenches which were terrible places to stay. Poppies grew on the battle fields after the war had ended and we still wear the poppy today to remember the soldiers who died. Visit local Cenotaph in Ibstock</p>	<p style="text-align: center;">Victorian - Seaside Holidays and Culture <i>Similarities and Differences - How did The Victorians influence our lives today?</i></p> <p><i>Events beyond living memory that are significant nationally and internationally</i></p> <p>Transport Revolution '<i>Railway Mania 1845'</i> - Innovation of the railway network. Passenger locomotives enabled people to travel to previously unreachable areas for work, business and pleasure: seaside. George Smith - The Children's Friend Seaside - Similarities and Differences (pier, promenade, Punch and Judy) Look at Victorian culture and the influence they have had on today's society. Experience Day in School - Victorian Seaside Trip to Skegness?</p>
<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Significance Change and Continuity Cause and Consequence</p>   	<p style="text-align: center;">Significance Conflict Cause and Consequence</p>   	<p style="text-align: center;">Community and Culture Similarities and Differences Innovation</p>   

Key Concepts in HISTORY

Through collaboration with subject leaders, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Below is a summary of the key concepts for History.

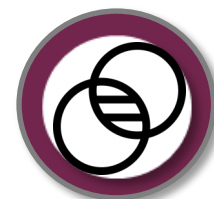
History							
							
Cause & Consequence	Community & Culture	Change & Continuity	Significance	Similarities & Differences	Innovation	Conflict	Legacy

Key Concepts in HISTORY

Pupils will learn how historians use sources to investigate and interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding of the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning on important aspects of different historical periods and make links and comparisons within and between different periods in history. They will learn how communicate their ideas orally and in writing in an appropriate historical style.



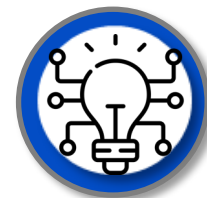
Conflict Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about invasion, defence, the military and war as well as disasters such as The Great Fire of London.



Similarities and Difference Pupils will identify similarities and differences between ways of life in different periods, drawing on a rich and deep-rooted knowledge about what they know about their own locality.



Cause and Consequence Pupils will learn about how significant decisions throughout history have led to having both positive and negative impacts on the world.



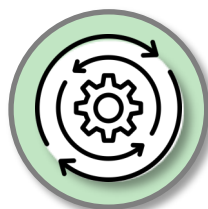
Innovation Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time.



Community and Culture Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement and leisure.



Significance Pupils learn how and why significant people and events have impacted on the past, present and future both nationally and globally.



Change and Continuity Pupils will recognise and investigate things that have changed and remained the same over time and the effect this has had on their local community, UK and the world.

Connecting Concepts

These are the *'ever-present'* concepts that will help to shape the children's understanding, knowledge and skills of St Denys' History Curriculum. Through these connecting concepts, children will develop and become confident Historians, becoming masters of the curriculum and will in-turn feed into their future learning at Key Stage 2.



Lasting Legacy

The end of each topic, 'the lasting legacy' allows for children to see the true impact of the era on modern day society. children will have an awareness of the impact that the past has had and lesson that have or may not have been learned.



Historical Enquiry

Primary and secondary sources help us understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves (eg: tools, ornaments, toys, household items, coins, diaries, historical accounts, pictures, newspapers) and consider how historians use sources to interpret the past.



Chronology

Pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people.



Artefacts

Pupils will use historical artefacts from the past wherever possible to deepen their understanding of the past and make comparisons with the present.



Interconnections

Pupils will make meaningful links between History and Geography, building on what they already know and developing a deep-rooted and balanced understanding of the units of work.