



# History Curriculum Overview

## Intent:

At St Francis CE Primary School, our History curriculum is rooted in our Christian vision that “Every person matters, every person helps, every person succeeds,” enabling all children to **live life in all its fullness** (John 10:10).

Our intent is to inspire curiosity about the past and help pupils develop a secure understanding of **chronology, cause and consequence, change and continuity, and historical significance**. History is taught through carefully planned units that link to wider topic learning, ensuring that learning is purposeful, engaging, and meaningful.

Through History, pupils learn to ask questions, investigate evidence, and interpret different perspectives. They explore local, national, and global history, helping them to understand how the past has shaped the world they live in today and to develop a strong sense of identity and belonging.

History at St Francis actively promotes our Christian values:

- **Courage** – asking questions, challenging ideas, and exploring different viewpoints
- **Peace** – understanding conflict, cooperation, and reconciliation through the past
- **Thankfulness** – appreciating the contributions and achievements of people in history
- **Trust** – evaluating sources and developing historical understanding
- **Friendship** – recognising cooperation and community across time
- **Hope** – learning from the past to shape a better future

Our intent is that all pupils leave St Francis CE Primary School with a **strong sense of historical understanding**, curiosity about the past, and the skills needed to think critically and reflect thoughtfully, enabling them to **live life in all its fullness**.

## Implementation: Early Years

In the Early Years at St Francis CE Primary School, the impact of History is seen in children who are developing an understanding of **time, change, and personal history**. History learning supports the EYFS framework and aligns with **Development Matters**, particularly within **Understanding the World – People, Culture and Communities**.

Children learn about their own lives, families, and routines, and begin to talk about the past and present through stories, photographs, and shared experiences. They explore changes over time, such as growing older, seasonal changes, and differences between now and the past.

Through these experiences, children demonstrate **friendship** and **trust** when sharing personal stories, **courage** when asking questions, and **peace** through reflective discussion. A sense of **thankfulness** and **hope** is nurtured as children recognise how people and events have shaped their lives and communities.

By the end of the Early Years, children have developed a secure foundation in **chronological awareness, curiosity, and historical understanding**, preparing them to build on this learning in Key Stage 1 and beyond, and supporting them to **live life in all its fullness**.

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## Implementation:

### Curriculum Overview

|        | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1                              | Summer 2                                      |
|--------|--|---|---|---|---------------------------------------|---|
| Year 1 |  | How have toys changed over the last 100 years?                    |   | Who was Scott of the Antarctic?                   |                                       | Why does Falmouth have a caste?               |
| Year 2 |  | What impact did Rosa Parks have upon America?                     |   | How did the Great Fire of impact                  |                                       | What was it like to be a tin miner?           |
| Year 3 | How did life change in Britain during prehistory?<br>The Stone Age vs Iron Age | What did the earliest civilisations have in common?               |   |   | What was the Roman impact on Britain? |   |
| Year 4 |  |   | Greece compared to the UK: is there really much difference? |   | What is the importance of Fair Trade? | What makes the coastline of Cornwall unique?  |
| Year 5 |  | Are the Ancient Maya the most successful civilisation in history? |   | How did the famous Tudor monarchs impact Britain? |                                       | How did the Victorians revolutionise Britain? |
| Year 6 | How did the Egyptian beliefs affect how they lived and died?                   |   | Why did the world go to war for the second time?            |   | What can we learn from the Titanic?   |   |

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## Progression Map

|                              | EYFS  | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
|------------------------------|---|---|--|---|--|---|--|
| Chronological understanding  | Order objects into then and now.<br>Recognise objects which belong in the past.<br>Talk about the past of their family.<br>Order events in a story. | Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago<br>Recall an event beyond living memory that are significant nationally or globally.<br>Begin to order three key dates in living memory. | Explain why objects are from the past.<br>Use chronological language – decade, before after and past<br>Place 3 key dates from beyond living memory in chronological order.  | Use a range of key vocabulary such as century, decade and chronological.<br>Understand BC/AD.<br>Identify some main events from a period of history and order them<br>Begin to recognise features from a given time period<br>Order 4 key periods in British and world history. | Use a range of key vocabulary such as century, decade and chronological.<br>Give reasons to suggest why a source originated from a specific historical period.<br>Develop an increasingly secure chronological knowledge of British and world history, using dates.    | Provide arguments to explain why a source is likely to reflect the characteristics or limitations of a specific historical period.<br>Summarise the main events from a period of history, explaining the order of events.<br>Order previously studied British and world history on a timeline.<br>Describe the main changes in a period in history and place them in the correct order. | Relate current studies to previous learning and make comparisons between different times in history.<br>Confidently use historic terms related to a range of periods of study. Identify periods of rapid change in history and contrast them with times of relatively little change.<br>Demonstrate a coherent knowledge of British and world history. |
| Similarities and Differences | Recognise the difference between past and present in their own and others' lives  | Understand how objects are different to those in the past.<br>Understand how their lives are different to those in the past.<br>Understand how we know what life was like in a time period beyond living memory.  | Understand life was different for different people in the past.<br>Describe how a person or event changed society.<br>Compare their lives with that of others from the past.   | Identify some similarities and differences between ways of life in different periods<br>Understand the differences between people in the past due to age, gender, race, wealth.<br>Identify that this may have been different in different places at the same time              | Explain how and life was different for different people in the past.<br>Identify some similarities and differences between ways of life in different periods.<br>Describe the differences between sources and suggest reasons for this.                                | Explain the similarities and difference between civilisations.<br>Describe some simple similarities and differences between artefacts and explain the impact this has on historians.<br>Suggest reasons for similarities and differences within a time periods.   | Explain that this may have been different in different places at the same time<br>Give reasons for the differences in ancient civilisations.<br>Explain how events in the past may be similar or different and suggest reasons why.<br>Begin to discuss similarities and differences between historians' views (KS3)                                   |
| Cause and Consequence        | Ask questions about why things happen.  | Recognise that events happen because of a cause.<br>Understand that aspects of life change after an event.  | Begin to recognise that significant events happened because of a cause<br>Begin to understand that aspects of life changed after an event<br>Begin to give reasons for the actions of significant historical figures | Understand the importance of cause and impact of key events<br>Identify reasons for and results of people's actions understand people's motives<br>Comment on the importance of cause and effects for some key events   | Address and devise historical questions about cause<br>Look for links and effects in time studied offer reasons for these<br>Comment on the importance of cause and effects for some key events<br>Look for links and effects in time studied offer reasons for these. | Give reasons for the actions of significant historical figures Explain the causes and consequences of key events in British and World History. Give some reasons for some important historical events.  | Note connections, contrasts and trends over time and show developing appropriate use of historical terms Explain the causes and consequences of key events in British and World History. Consider short and long term impacts of key events.<br>Give reasons for the actions of significant historical figures   |

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|                                  |  |   |  |   |  |  |   |
|----------------------------------|--|---|--|---|--|--|---|
| <b>Change and continuity</b>     | Discuss aspects of change within their own lives/surroundings.   | Identify what was different and what was the same when their parents and grandparents were children<br>Recognise 'past' and 'present', 'now' and 'then'   | Understand differences between an event and living memory. Compare periods and understand change and continuity between them.  | Identify changes between and within periods<br>Make links between events over time.<br>Compare changes between a current time period and one that has been previously studied<br>Describe changes and impacts on Britain throughout key events in British history and world history.  | Describe changes and impacts on Britain throughout key events in British history and world history. Discover changes between and within periods. Begin to give reasons for changes or continuity.  | Make comparisons across periods of British and World History and the present. Address historically valid questions about change and continuity.<br>Describe how changes impacted the world / society   | Understand how change may have been different to different people and places in the same period. Link this to wider knowledge of stereotypes and explain what impact this has had on our views of change and continuity in history Address and sometimes devise historically valid questions about change and continuity. |
| <b>Historical Evidence</b>       | Use stories to encourage children to distinguish between fact and fiction  | Sort some objects/artefacts between then and now<br>Look at pictures and photos to identify things from the past<br>Use a range of given sources to find out about the past.<br>Begin to identify different ways we can find out about the past | Identify different ways we can find out about the past<br>Describe similarities and differences between artefacts<br>Look at pictures and photos to identify things from the past  | Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events<br>Explain how she/he has found out about the past and inferences from sources.<br>Understand of some of the ways in which we find out about the past and identify different ways in which it is represented | Use a variety of resources to find out about aspects of life in the past.<br>Explain how she/he has found out about the past and inferences from sources.<br>Use sources of information in ways that go beyond simple observations to answer questions about the past. | Identify primary and secondary sources.<br>Identify different evidence that supports a point they are making<br>Begin to understand how sources can be unreliable or bias<br>Provide an account of a historical event based on more than one source.<br>Compare sources of information available for the study of different times in the past. | Select historical information to answer a question/enquiry<br>Recognise a sources usefulness or limitations<br>Understand how our knowledge of the past is constructed from a range of sources.<br>Make confident use of a variety of sources for independent research  |
| <b>Historical interpretation</b> | Develop their own explanations by connecting ideas and events.<br>Talk about some of the things they have observed, question why things happen and give explanations.<br>Know that information can be retrieved from books and computers | Describe what different objects can tell us about life in the past.<br>Identify different ways in which the past is represented.<br>Understand how different people may have experienced the past.  | Describe what different sources can tell us about life in the past.<br>Describe events beyond living memory that are significant nationally or globally<br>Identify that two people may have experienced an event /time period differently | Describe the sources we use to learn about prehistory.<br>Identify historically significant people and events from a period.<br>Describe why an event is significant how it changed things for people.  | Understand why sources may portray a different story of the past.<br>Begin to consider why there are different versions of events that these may vary dependent on a person's life experience  | Explain the significance of a local study globally.<br>Compare accounts of events from different sources.<br>Provide reasons for why there are different versions of events Understand a sources content depends upon a person's place/role/side in history.   | Explain the significance of a local study globally. Evaluate the usefulness and credibility of a variety of sources<br>Describe and explain what happened and how it impacted society / the wider world. Describe a civilisations impact on the modern world.   |
| <b>Historical significance</b>   | Talk and discuss aspects of the past using some everyday historical terms. Answer how and why questions in response to stories or events.  | Understand key features of events. Describe key people in history.  | Give a simple historical account and explain why an event was significant<br>Recognise the changes an event / person caused  | Describe why an event / advancement is significant how it changed things for people.<br>Identify historically significant people and events from a period.  | Begin to identify why / what happened and what was important<br>Identify historically significant people and events from a period of history and explain their impact<br>Describe why an event is significant how it changed things for people.                        | Identify historically significant people and events from a period of history. Explain why a historical figure was significant.<br>Describe and explain what happened and how it impacted society / the wider world.  | Compare periods understanding how they have made a significant impact on the present day. Understand why the lives of significant people are integral to understanding the past.  |

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## Impact:

At **St Francis CE Primary School**, the impact of our History curriculum is seen in pupils who are knowledgeable, reflective, and engaged learners of the past. Children make strong progress in their understanding of **chronology, historical enquiry, and interpretation** as they move through the school.

Pupils can confidently place events and periods on a timeline, explain causes and consequences, and describe similarities and differences across time. They use historical vocabulary accurately and can talk about a range of sources, understanding how evidence helps us learn about the past.

Our Christian values are evident in pupils' learning and attitudes:

- **Courage** in enquiry and discussion
- **Peace** through understanding the impact of conflict and cooperation
- **Thankfulness** for the achievements and legacies of others
- **Trust** in evidence and careful interpretation
- **Friendship** through collaboration and shared investigation
- **Hope** through reflection on how past lessons inform future choices

History makes a strong contribution to pupils' **spiritual, moral, social, and cultural development**, fostering empathy, critical thinking, and respect for different perspectives.

By the time pupils leave St Francis CE Primary School, they have developed the **knowledge, skills, and curiosity** to understand the past, question sources, and engage thoughtfully with the world around them, prepared to continue their historical learning and to **live life in all its fullness**.

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