

## Styal Primary History Curriculum



### Intent

Styal Primary History Curriculum Intent History is an essential part of our school community and because our school is situated within the grounds of The National Trust's Quarry Bank Mill, we are never very far away from it! Children's understanding of the rich local history that surrounds our school begins as they enter school in Reception and follows through until they leave us in year 6. As we weave national and global issues through our curriculum, we show and encourage children how to ask perceptive questions about the past, think critically, consider evidence, and use artefacts to develop their own perspectives and judgements. As they do so, children begin to piece together using different kinds of evidence what life was like in the past for people, and communities and societies, how things may have changed and what impact it has had. Children will be able to develop an awareness of chronology by locating the past, the present and future.

### Implementation

The school has a 2 Year Cycle for the teaching of history in KS2 and a 3 Year Cycle in KS1. It is taught in half termly units throughout the year. We collaboratively plan our topics so that our lessons are sequential and our teaching underpins pupils so that children achieve depth in their learning. Teachers have identified the key knowledge and skills for each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day and significant events and individuals that shaped history. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this, are studies of world history, such as the ancient civilisations of Greece, Egypt, Rome and the Mayans. In our Early Years Foundation Stage (EYFS) learning is set out following the Statutory Framework (2021) under the specific area 'Understanding of the World' which considers elements of 'Past and Present' where children are begin to look for similarities and differences between the past and now and understanding the past through settings, characters and events encountered in books read in class.

Cycle A	Reception	Year 1/2	Year 3/4	Year 5/6
Autumn	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	How has communication changed?		
Spring	Lives of the people around them and their roles in society. Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Arctic Explorers	Stone Age	Titanic
Summer	Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Travel and Transport	Mayans	Ancient Greece

Cycle B	Reception	Year 1/2	Year 3/4	Year 5/6
Autumn	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Great Fire of London	Romans	WW2
Spring	Lives of the people around them and their roles in society.	Where we Live- A Local History Study of Styal?	Vikings and Anglos Saxons	Tudors
Summer	Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Seasides- Past and Present	Victorians	Ancient Civilisations including Ancient Egypt

Cycle C	Reception	Year 1/2
Autumn	Lives of the people around them and their roles in society. Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Superheroes in History (Nurses)
Spring	Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Toys Past and Present
Summer	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Castles

## **Impact**

The History curriculum, like every other area, is planned and delivered in a way that we can ensure that it is fully inclusive for every child. The impact and measure of this is to ensure that children at Styal are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.