



**Pegasus Primary School**  
The best in everyone™  
Part of United Learning



**Orchard Meadow Primary School**  
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# History Curriculum

## Curriculum Intent Statement

The history curriculum at Orchard Meadow/Pegasus helps our pupils learn, by considering how people lived in the past, how to value their own and other people's cultures in modern Britain and make them better equipped to make their own life choices today. By stimulating our pupils' interest in and understanding of people and events from the past it helps them develop a sense of identity and cultural understanding based on their historical heritage.

Through our drivers and key questions pupils learn to understand how events in the past have influenced our lives now and develop the skills of enquiry, analysis, interpretation and problem solving, as well as a knowledge and understanding of the chronology of local, British and world history. By investigating and interpreting evidence, they make connections between history and their own experiences and communicate their findings in a variety of different formats.

Key driver	Outcome	Enquiry Q
<b>Respect</b>	I understand how the beliefs and attitudes of humans in different times have shaped the world around me and can celebrate the achievements of different cultures. I apply lessons of the past to my own experiences so that I develop a sense of <i>active compassion</i> for others in the present.	How can we make change in society? (Y6)
<b>Determination</b>	I understand that the processes that create change can be hard and require tenacity, especially when change goes against beliefs and cultural norms. I can hold a historical argument when presented with counter examples.	How can we turn disaster into opportunity? (Y2)
<b>Creativity</b>	I can make connections between ideas across historical time and am able to identify past themes and how they relate to the present. I understand the process of change as a creative act.	How does humankind leave its mark on the world? (Y3)
<b>Confidence</b>	I can use the skills of a historian to analyse and critically evaluate events of the past, presenting arguments using evidence. I work independently, including using source material, online research and other methods to find things out.	When did we become British? (Y4)
<b>Enthusiasm</b>	I am curious about the past and am able to ask relevant historical questions. I appreciate the richness of culture and am passionate about pursuing knowledge of the past for its own sake.	How has technology changed the world? (Y5)
<b>Ambition</b>	I am inspired by humans in the past who have seen beyond the limits of their own times to achieve great things. I understand the potential within all of us to change the society we live in and am driven to make change in my own life.	How does learning about the past inspire my future? (Y6)

# Whole school summary

	Autumn	Spring	Summer
<b>Nursery</b>	<b>Is today the same as yesterday?</b>		
	All about me  Who are the people in my family?	Looking at objects  Old or new?	Archaeology/ palaeontology  How do we dig up the past?
<b>Reception</b>	<b>Is today the same as yesterday?</b>		
	Transport over time  How did we get from A to B?	People who help us over time  Did the Romans have doctors?	Places to live over time  Would you rather live in a castle or a skyscraper?
<b>Year 1</b>	<b>How does learning about the past inspire my future?</b>		
	Change within living memory: Toys (intergenerational project)  Is an iPad more fun than a skipping rope?	Castles; local history study  Who was Queen Matilda?	Columbus and Neil Armstrong  Why journey into the unknown?
<b>Year 2</b>	<b>How can we turn disaster into opportunity?</b>		
	Mary Seacole and Florence Nightingale  What role does medicine play in war?	The Great Fire of London  Was London better before or after The Great Fire?	WWII  How did families survive the Blitz? Local history
<b>Year 3</b>	<b>How does humankind leave its mark on the world?</b>		
	Neolithic peoples  Why did humans make art? – case study	The Bronze Age  Why was Stonehenge built?	Ancient Egypt  Why did the Egyptians create mummies?
<b>Year 4</b>	<b>When did we become British?</b>		
	Roman Britain  Boudicca: the first British hero?	The Anglo Saxons  Was Alfred really great?	The Vikings  Raiders or traders?
<b>Year 5</b>	<b>How has technology changed the world?</b>		
	Early Islamic Civilisation  Did Early Islamic civilisation invent it all first?	Local history case study  What was life like for the people that made the Bullnose Morris?	Post-1066 thematic study  What were the inventions that changed the world?
<b>Year 6</b>	<b>How can we make change in society?</b>		
	Democracy  Did the Ancient Greeks really invent democracy?	Civil Rights Movement  How did MLK fight injustice?	The Suffragette Movement  Did Emmeline Pankhurst start the Me too movement?

Driver	Respect	Determination	Creativity	Confidence	Enthusiasm	Ambition
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# Coverage of Historical Skills

	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
I can describe the <b>characteristic ideas</b> , beliefs and attitudes of different cultures over time.			Archaeology/ palaeontology <b>How do we dig up the past?</b>		People who help us over time <b>Did the Romans have doctors?</b>	
I can recognise and describe similarities and differences, <b>continuity and change</b> .	All about me <b>Who are the people in my family?</b>			Transport over time <b>How did we get from A to B?</b>		
I can talk about the <b>significance</b> of historical events.						
I can identify and describe <b>reasons for</b> and <b>results of</b> , events, situations and changes.						
I can discern how and why <b>contrasting arguments and interpretations</b> of the past have been constructed.						
<b>I can make connections, draw contrasts and analyse trends.</b>						Places to live over time <b>Would you rather live in a castle or a skyscraper?</b>
I can describe <b>how evidence is used to</b> make historical claims (includes evaluation)		Looking at objects <b>Old or new?</b>				
I can create <b>structured accounts</b> , including written narratives and <b>analyses</b> .						

Driver	Respect	Determination	Creativity	Confidence	Enthusiasm	Ambition
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# Coverage of Historical Skills

	Year 1			Year 2		
	Autumn Change within living memory Toys	Spring Castles; local history study	Summer Columbus and Neil Armstrong	Autumn Mary Seacole and Florence Nightingale	Spring The Great Fire of London	Summer WWII
Enquiry question	How does learning about the past inspire my future?			How can we turn disaster into opportunity?		
I can describe the <b>characteristic ideas</b> , beliefs and attitudes of different cultures over time.						
I can recognise and describe similarities and differences, <b>continuity and change</b> .	Is an iPad more fun than a skipping rope? (intergenerational project)	Who was Queen Matilda?				
I can talk about the <b>significance</b> of historical events.			Why journey into the unknown?		Was London better before or after The Great Fire?	
I can identify and describe <b>reasons for</b> and <b>results of</b> , events, situations and changes.				What role does medicine play in war?		How did families survive the Blitz? Local history
I can discern how and why <b>contrasting arguments and interpretations</b> of the past have been constructed.						
<b>I can make connections, draw contrasts and analyse trends</b> .						
I can describe <b>how evidence is used to</b> make historical claims (includes evaluation)					Was London better before or after The Great Fire?	
I can create <b>structured accounts</b> , including written narratives and <b>analyses</b> .						

Driver	Respect	Determination	Creativity	Confidence	Enthusiasm	Ambition
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# Coverage of Historical Skills

	Year 3			Year 4		
	Autumn Neolithic peoples	Spring Bronze Age	Summer Ancient Egypt	Autumn Roman Britain	Spring Saxons	Summer Vikings
Enquiry question	How does humankind leave its mark on the world?			When did we become British?		
I can describe the <b>characteristic ideas</b> , beliefs and attitudes of different cultures over time.			Why did the Egyptians create mummies?			
I can recognise and describe similarities and differences, <b>continuity and change</b> .					What continued after the Romans?	
I can talk about the <b>significance</b> of historical events.				What did the Romans do for us?	Was Alfred really great?	
I can identify and describe <b>reasons for</b> and <b>results of</b> , events, situations and changes.						
I can discern how and why <b>contrasting arguments and interpretations</b> of the past have been constructed.		Why was Stonehenge built?		Boudicca: the first British hero?		Were the Vikings raiders or traders?
<b>I can make connections, draw contrasts and analyse trends</b> .						
I can describe <b>how evidence is used to</b> make historical claims (includes evaluation)	Why did humans make art? – case study: Oxford?					
I can create <b>structured accounts</b> , including written narratives and <b>analyses</b> .			Instructions: process of mummification	Explanation text	Persuasive argument	Non-chronological report

Driver	Respect	Determination	Creativity	Confidence	Enthusiasm	Ambition
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# Coverage of Historical Skills

	Year 5			Year 6		
	Autumn Early Islamic Civilisation	Spring Local history - Morris Factory	Summer Thematic: technology over time	Autumn	Spring	Summer
Enquiry question	How has technology changed the world?			How can we make a change in society?		
I can describe the <b>characteristic ideas</b> , beliefs and attitudes of different cultures over time.				Did the Greeks really invent democracy?		
I can recognise and describe similarities and differences, <b>continuity and change</b> .		What was life like for the people that made the Bullnose Morris?				
I can talk about the <b>significance</b> of historical events.						
I can identify and describe <b>reasons for</b> and <b>results of</b> , events, situations and changes.			What were the inventions that changed the world?		How did MLK fight injustice?	
I can discern how and why <b>contrasting arguments and interpretations</b> of the past have been constructed.	Did Early Islamic civilisation invent it all first?					
I can make connections, draw contrasts and analyse trends.						Did Emmaline Pankhurst start the #Metoo movement?
I can describe <b>how evidence is used to</b> make historical claims (includes evaluation)						
I can create <b>structured accounts</b> , including written narratives and <b>analyses</b> .						

Driver	Respect	Determination	Creativity	Confidence	Enthusiasm	Ambition
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# Humanities planning template - example

Year: 6	<b>Year Enquiry: How do societies change?</b>		
Term: Spring	<b>How did Dr Martin Luther King Jr fight injustice?</b>		
Driver	Respect		
By the end of this unit I will understand the following core concepts:		Deepening concepts:	
<ul style="list-style-type: none"> <li>Equality and inequality: what this looks like and how it affects people</li> <li>Rights and responsibilities: where rights come from and how they are linked to our responsibilities</li> <li>Activism: how individuals can make a change</li> </ul>		<ul style="list-style-type: none"> <li>What systems maintain inequality</li> <li>Legacy and how this can be interpreted</li> <li>Non-violent and direct action</li> </ul>	
Historical skill focus: I can describe <b>reasons for</b> and <b>results of</b> , events, situations and changes.			
High quality outcome:			
Vocabulary			
	Tier 2	Tier 3	
Stage 1	Lesson 1	WALT:	
Narrative hook		Steps to Success:	
Hypothesis/ prediction		Outcome:	
Explore core concepts; key vocabulary		Retrieval of prior knowledge:	
		Narrative Hook resource:	
		Will explore:	
		<b>People:</b>	
		<b>Place:</b>	
		<b>Problem:</b>	
		<b>Possibilities:</b>	

	Lesson 2	WALT: Steps to Success: Outcome:		
	Lesson 3	WALT: Steps to Success: Outcome:		
	Lesson 4	WALT: Steps to Success: Outcome:		
	Lesson 5	POP Quiz against core concepts		

Stage 2  Deepening of core concepts	Lesson 6	WALT: Steps to Success: Outcome:		
	Lesson 7	WALT: Steps to Success: Outcome:		
Stage 3  Being a historian/ curator	Lesson 8	WALT: Steps to Success: Outcome:		
Stage 4  Assessment of understanding  Preparation for celebration  Celebration	Lesson 9	WALT: Steps to Success: Outcome:  End of unit assessment against core concepts <b>plus deepening concepts:</b>		

	Lesson 10	WALT: High quality outcome: Steps to Success: Outcome:		
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