



The History Curriculum

at Ashfield Valley Primary School

There is a clear vision for the Teaching and Learning of History

‘For every child to experience a balance of skills and transferable knowledge that become engrained in the long term memory, through a well sequenced journey with clear success criteria and a clear end point.’



There is a clear vision for the Teaching and Learning of History

We worked together to create a whole school vision for history, that considers the context of the school and the need of its pupils.

We follow the National Curriculum expectations for History, and achieve this by applying an enquiry based approach combining the development of content knowledge and transferable skills.

We aim to provide a rigorous and sequential History curriculum, which develops all pupils' knowledge and skills to work historically, exposing them to the best that has been thought and said.

Our Curriculum is progressive and builds upon prior knowledge at every stage.



Geography and History Curriculum Overview

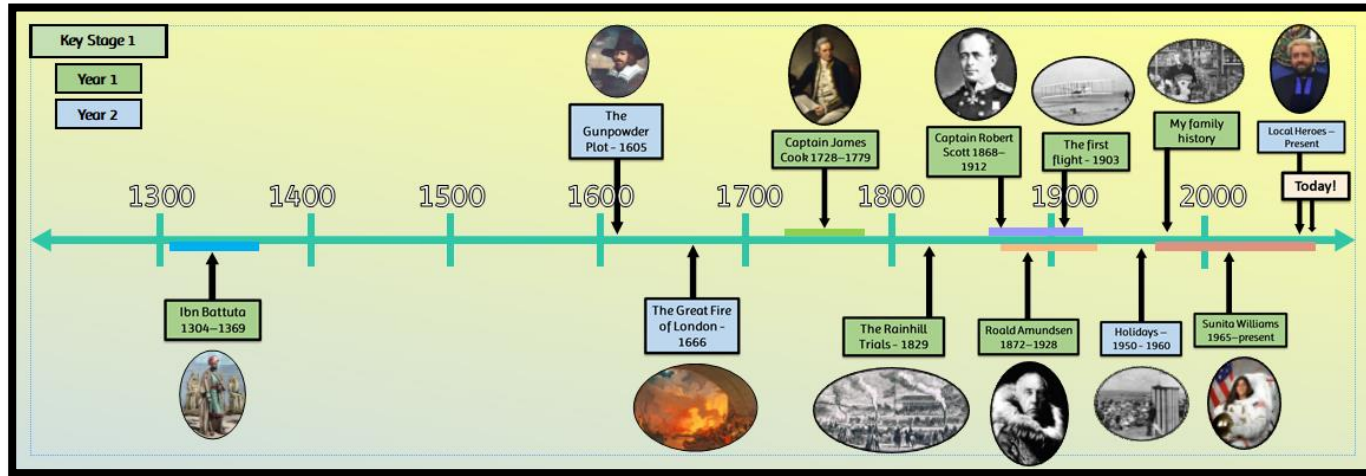
	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Geography)	Spring 2 (History)	Summer 1 (Geography)	Summer 2 (History)		
EYFS	History and geography as well as other foundation subjects are covered throughout the year across all the areas of learning but specifically within the following areas: Understanding the world Past and Present <ul style="list-style-type: none"> Pupils talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now drawing on their experiences Understand the past through settings, characters and events encountered in books read in class and stories People, Culture and Communities <ul style="list-style-type: none"> Pupils will describe their immediate environment using knowledge from observation, discussion, stories and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on fiction texts and - when appropriate – maps. The Natural World <ul style="list-style-type: none"> Pupils will explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments Understand some important processes and changes in the natural world around them, including the seasons 							
Year One	What is it like where we live? <i>(Our Local Area)</i>	What was life like when our grandparents were children? <i>(My Family History)</i>	Where in the world do these people live?	Who were the greatest explorers? <i>(The Greatest Explorers)</i>	What is life like in the Amazon? <i>(South America: The Amazon)</i>	Education extending beyond 1066 <i>(What was education like in the past? Did education help everyone?)</i>		
Year Two	What are Seasons? <i>(Seasons)</i>	Should we still celebrate Bonfire night? Did the Great Fire make London a better or worse place? <i>(Bonfire Night and The Great Fire of London)</i>	Why is climate important? <i>(Climate and the Weather)</i>	What was new about the New Stone Age? <i>(The Stone Age)</i>	Where does our food come from? <i>(Journeys: Food)</i>	How have holidays changed over time? <i>(Holidays)</i>	What are the wonders of our world? <i>(Wonderful World)</i>	Who are our local heroes? <i>(Our Local Heroes)</i>
Year Three	Can you come on a great American road trip? <i>(The Americas)</i>	What happened when the Romans came to Britain? <i>(Roman Britain)</i>	How is the UK changing? <i>(Changes in the Local Environment)</i>	What did the Greeks do for us? <i>(Ancient Greeks)</i>	Where on the earth are we? <i>(Our World)</i>	Which was more impressive- the Bronze Age or the Iron Age? <i>(The Bronze Age and the Iron Age)</i>	Do we like to be beside the sea? <i>(Coasts)</i>	How much did the Ancient Egyptians achieve? <i>(Ancient Egypt)</i>
Year Four	What is life like where we live? <i>(Our Local Area)</i>	What was life like when our grandparents were children? <i>(My Family History)</i>	Where in the world do these people live?	Who were the greatest explorers? <i>(The Greatest Explorers)</i>	How does water travel in a cycle? <i>(Rivers and the Water Cycle)</i>	Was the Anglo-Saxon period really a Dark Age? <i>(The Anglo Saxons)</i>	How does the earth shake, rattle and roll? <i>(Earthquakes and Volcanoes)</i>	Would the Vikings do anything for money? <i>(The Vikings)</i>
Year Five	What is life like in the Amazon? <i>(South America: The Amazon)</i>	Education extending beyond 1066 <i>(What was education like in the past? Did education help everyone?)</i>	Are we damaging our world? <i>(Protecting the Environment)</i>	Why should we remember the Maya? <i>(The Maya Civilisation)</i>	Where should we go on holiday? <i>(A Study of the Alpine Region)</i>	What did the early Islamic Civilisation leave behind? <i>(Early Islamic Civilisation and Baghdad)</i>	Where does everything we buy come from? <i>(Journeys: Trade)</i>	How has crime and punishment changed over time? <i>(Crime and punishment)</i>
Year Six	What is life like in the Amazon? <i>(South America: The Amazon)</i>	Education extending beyond 1066 <i>(What was education like in the past? Did education help everyone?)</i>	Are we damaging our world? <i>(Protecting the Environment)</i>	Why should we remember the Maya? <i>(The Maya Civilisation)</i>	How will our world look in the future? <i>(Our World in the Future)</i>	Did WWI or WWII have the biggest impact on our locality? <i>(The Impact of War)</i>		

History at Ashfield Valley



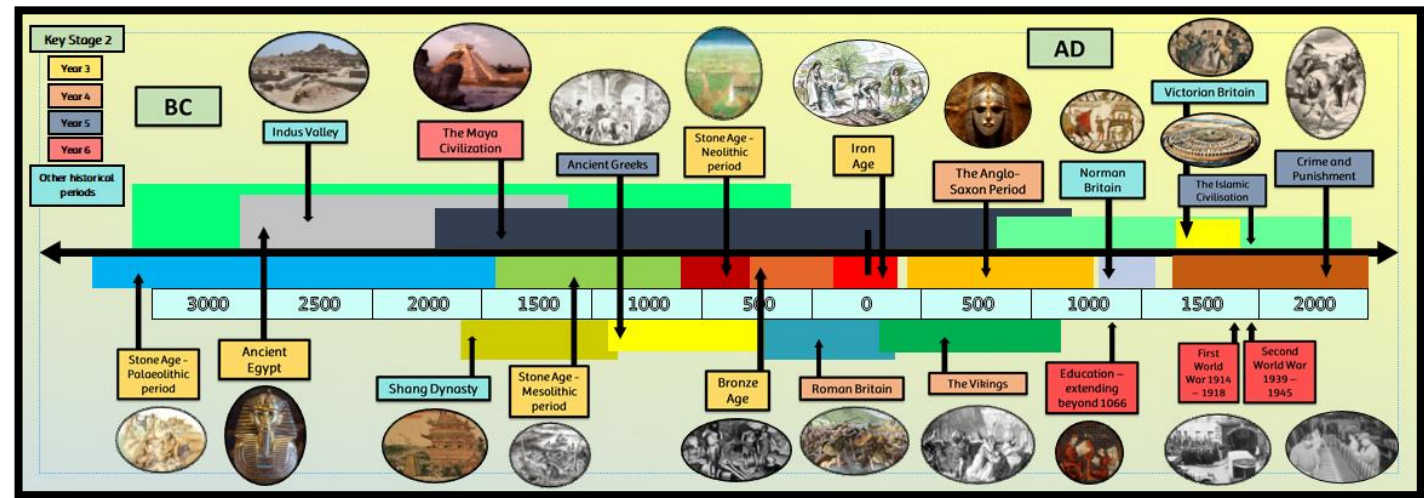
We selected our content coverage based on the context of the school and its pupils, exploring key historic events, people and places and contrasting the children's local history between the history of other places around the world.

History at Ashfield Valley



We have created timelines to show the topics covered across our curriculum. Timelines are a powerful learning resource because they provide context.

These are displayed in all the classrooms and around school. They provide the children with a framework for understanding and organising historical periods. They can see when it all happened, what happened at that time (the key events), how things developed or stayed the same (change and continuity) and the sequence of events.



Pupil Voice

What is History and
why is it important?



The History Curriculum

at Ashfield Valley Primary School