



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

HISTORY CURRICULUM OVERVIEW

2025/26

SUBJECT LEADER: MISS ELIZABETH ROATH



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

INTENT, IMPLEMENTATION AND IMPACT

OUR VISION

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS &
ASPIRATIONS



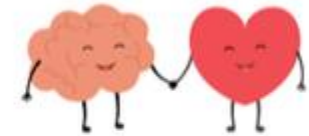
ACTIVE
CITIZENS



DIVERSITY



HEALTHY
ADVOCATES



RESILIENCE

INTENT

History is all around us. Our aim at Barrow URC Primary School is to instil a love of History, which ignites children's curiosity about the past within our local area, Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables our children to develop their research and investigation skills through opportunities to explore a chronological framework of historical events and people. Through our tailored curriculum our children will learn to question evidence, distinguish between interpretation, opinion and fact and use this knowledge to form their own ideas, beliefs and values. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, we aim to introduce them to key substantive concepts including power, invasion, settlement and migration,

empire, civilisation, religion, trade, achievements of humankind, society and culture. Our unique, high-quality history curriculum aims to fulfil the requirements of the National Curriculum in an exciting, inclusive and challenging way.

IMPLEMENTATION

We will use the following approaches in our teaching of History:

- We teach three history units per academic year.
- A minimum of 90 minutes teaching each week in each class in History.
- We teach specific key vocabulary for pupils to use, modelled by the staff;
- Lessons which are closely linked to the History Skills & Knowledge Progression, ensuring progression and depth of knowledge and skills;
- Cross-curricular learning and activities to support subject knowledge in different situations e.g. English, Maths, DT, Science and Art;
- Questioning and to support learner's knowledge; and to encourage pupils to apply their learning in an open manner that creates discussion and debate within class;
- Trips and opportunities such as experts who enhance the learning experience for the pupils.
- In ensuring high standards of teaching and learning in history, we implement a bespoke History Curriculum; which encompasses aspects of both local and world History.
- We ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to looking at an in-depth study of the locality in Upper Key Stage 2.
- We fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.
- Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world.
- We aim to create a curriculum that is diverse and looks at how other culture's lives have been impacted by historical periods – reflecting the different cultures and families that attend Barrow. We also aim to create a curriculum that makes links to their lives with bespoke units that link to our local area and past events of our school.
- In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives.

IMPACT

We will assess the impact of the curriculum by:

- Reflection on standards achieved against the planned key enquiry questions;
- Pupil discussions about their learning,
- Marking and feedback to further inform planning,
- Sticky knowledge will be assessed by revisiting topics taught during Pupil Voice sessions,
- Pupil will have an increased subject specific vocabulary,
- Learning will be assessed through the implementation of teacher knowledge and skills assessments.
- Children will be inspired to follow future careers related to this, e.g. We are Immigration Officers, We are Archaeologists.
- They will be enquiring learners who ask historically-valid questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.
- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Children will be able to form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences. • Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- They will understand how historians learn about the past and construct accounts.
- They will explain how and why interpretations of the past have been constructed using evidence.
- Children will make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

WHOLE SCHOOL PROGRAMME OF STUDY: HISTORY

HISTORY – WHOLE SCHOOL PROGRAMME OF STUDY (2024/25)

HISTORY	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS		Peek Into the Past (Kapow)		Adventures through time (Kapow)		
YEAR 1	History: How am I making History? (Kapow)	History: The Great Fire of London (Bespoke)				History: Black History – Who Is Learie Constantine? (Bespoke)
YEAR 2		History: Kings and Castles including Clitheroe Castle (Kapow/Bespoke)	History: How have explorers changed the world? (Kapow)		History: How have toys changed? (Kapow)	
YEAR 3	History: Our School including The Time Capsule (Bepsoke)		History: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (Kapow)		History: Why did the Romans Settle in Britain? (Kapow)	
YEAR 4		History: How hard was it for the Anglo Saxons to invade and settle in Britain? (Kapow)	History: What did the Ancient Egyptians believe? (Kapow)			History: Black History – The Lancashire Cotton Industry (Bespoke)
YEAR 5	History: Were the Vikings, raiders, traders or something else? (Kapow)			History: What was the Sikh Empire? (Kapow)		History: What did the Greeks ever do for us? (Kapow)
YEAR 6		History: What was the impact of WW2 on the people of Britain? (Kapow)		History: The Pendle Witches (Bespoke)		History: Black History – The Transatlantic Slave Trade (Bespoke)

HISTORY IN EYFS

Our engaging EYFS classroom allows children to have access to the same displays and materials for teaching as KS1 children, which gives them the opportunity to engage with challenging and exciting ideas and information around History if they are interested in this. Continuous provision will include opportunities, during the Reception year, for pupils to notice and investigate changes over time and to think about the past and the present. Adult-led activities will give EYFS pupils the opportunity to explore changes of time and thing about the present and the past. These will strike a balance between drawing on pupils' own experiences & knowledge of the world, and seeking to expose pupils to a diverse range of characters and worldviews. Adults will model language and vocabulary that helps pupils to understand and talk about the difference between the past and the present.

HISTORY AND SEND PROVISION

The History curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of History will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.

HISTORY AND IDENTIFYING THE MORE ABLE LEARNER

At Barrow, a 'More Able Historian' has a strong aptitude for understanding and analysing historical events, concepts and contexts. They are critical thinkers and demonstrate an insatiable curiosity for the past: which they evaluate from a variety of perspectives and draw conclusions based on source evidence. These children constantly strive to delve deeper into past events and create links to other areas of our chronological timeline.

In History, we use these criteria to identify the characteristic of the More Able Learner.

- Be fascinated by, or passionate about History, enjoys learning new knowledge and wants to be a successful learner.
- Achieves, or shows potential in a wide range of contexts across History.
- Works flexibly, processes unfamiliar information and applies their knowledge of History experiences and insight to unfamiliar situations.
- Communicates their thoughts and ideas well in History.
- Children will have an extensive general or specific knowledge of Historical events or time periods.
- They will have a concept of time/chronology and recognise where to place new knowledge.
- Can successfully draw generalisations and conclusions from a range of sources of evidence and seek to identify patterns from these.

HISTORY AND PROVISION FOR THE MORE ABLE

- At Barrow, we ensure that those children who display characteristics of a more able learner in History are provided with opportunities that regularly stretch and challenge them to a deeper level. Some ways that we do this are:
 - **Interest/Curiosity:** We provide pupils opportunities to explore chronology and where different time periods fit together: contrasting previously learnt groups of people and how their legacy has impacted others. Children are given the ability to explore artefacts both physical, AI and photographic through lessons and History challenges in school.
 - **Enquiry and Investigative Skills:** Children are provided with contrasting sources of evidence (writing, artefacts, videos and images) so they can begin to question how valid they are, whether they are biased and why they may be written or depicted in that manner.
 - **Appropriately selecting and utilising evidence:** Where appropriate, children are given the chance to debate an issue within a period of history and use evidence to support their viewpoint. This would include using vocabulary they have learnt, facts and source materials.



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

KNOWLEDGE AND SKILLS PROGRESSION

HISTORY

Key Learning in History

KS1	Lower KS2	Upper KS2
Chronology		
<ul style="list-style-type: none"> ▪ Recognise the distinction between past and present. ▪ Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). ▪ Recognise that their own lives are similar/different from the lives of people in the past ▪ Identify some similarities and differences between ways of life at different times. ▪ Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago 	<ul style="list-style-type: none"> ▪ Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. ▪ Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time ▪ Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. ▪ Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. 	<ul style="list-style-type: none"> ▪ Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends ▪ Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. ▪ Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. ▪ Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales
Communication		
<ul style="list-style-type: none"> ▪ Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. ▪ Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ▪ Describe special or significant events in their own lives ▪ Demonstrate simple historical concepts and events through speaking, role-play, and picture stories ▪ Retell simple stories about people and events from the past ▪ Talk about who/what was significant/important in a simple historical account 	<ul style="list-style-type: none"> ▪ Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. ▪ Discuss some of the connections between local, regional, national and international history ▪ Talk and write about historical events and changes by selecting and organising historical information and dates ▪ Discuss historical issues and changes ▪ Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. ▪ Communicate historical findings through a range of methods including the use of ICT, maps and timelines ▪ Produce own accounts that make some connections and describe some contrasts 	<ul style="list-style-type: none"> ▪ Describe and explain significant aspects of non-European societies as well as settlements in Britain ▪ Discuss how Britain has influenced and been influenced by the wider world ▪ Describe aspects of cultural, economic, military, political, religious and social history ▪ Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. ▪ Discuss and debate historical issues acknowledging contrasting evidence and opinions ▪ Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society ▪ Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines ▪ Produce structured work that makes connections, provides contrasting evidence and analyses trends

Key Learning in History

KS1	Lower KS2	Upper KS2
Events, People and Changes		
<ul style="list-style-type: none"> • Changes within living memory (including aspects of national life where appropriate) • Events beyond living memory which are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in the pupils' own locality 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • A local history study • A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (The Great Plague) • The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth) 	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • Ancient Greece – Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history (early Islamic civilization) • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (leisure and entertainment)
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Make simple observations about different people, events, beliefs and communities ▪ Use sources to answer simple questions about the past e.g. which object is older? How do we know? ▪ Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past ▪ Consider why things may change over time ▪ Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?' ▪ Identify some of the basic ways the past can be represented e.g. through pictures ▪ Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> ▪ Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' ▪ Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence ▪ Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' ▪ Recognise that different versions of past events may exist. ▪ Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?' ▪ Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources. ▪ Identify historically significant people and events in different situations 	<ul style="list-style-type: none"> ▪ Use a wide range of sources as a basis for research to answer questions and to test hypotheses ▪ Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' ▪ Recognise how our knowledge of the past is constructed from a range of different sources ▪ Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' ▪ Describe the results of historical events, situations and changes e.g. the impact on people's lives ▪ Evaluate sources and make inferences ▪ Choose relevant sources of evidence to support particular lines of enquiry ▪ Recognise that some events, people and changes are judged as more historically significant than others



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

PLANNING EXAMPLES

HISTORY

YR 5/6 – LOCAL BLACK HISTORY: A LANCASHIRE SLAVE SHIP CALLED HOPE

PRIOR LEARNING

Key Stage 1 - **Changes within living memory**
Key Stage 2 - The achievements of the earliest civilizations – The Indus Valley and The Egyptians

APPLIED VOCABULARY

Equality, freedom, peace, acceptance, safety, opportunity

TAUGHT VOCABULARY

Slave, racial quality, trade, civil rights, protest, heritage, slavery, unity, rights, justice, segregate

ENRICHMENT

- Black Live Matters Month
- *Black and British: A Short, Essential History* by David Olusoga
- International Slavery Museum
www.liverpoolmuseums.org.uk/ism/



JOB ROLE & CONSOLIDATION TASK

We are... Immigrations Officers

Final session – Using the information gathered from the different sources, the children could write in role, e.g. as the *Quakers of Portsmouth*, recommending the abolition of slavery.



CURRENT LEARNING (ENQUIRY BASED QUESTIONS)

1. The Importance of Studying Black History and Artefact session: Diagram of the Brookes, 18th century.
2. What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved?
3. Where does the Transatlantic Slave Trade fit into the children's chronological framework?
4. What does The Package Book of the Ship Hope tell us about the Transatlantic Slave Trade?
5. What does The Slave Ship L'Aurore tell us about the Transatlantic Slave Trade?
6. What does the poem *The Ship They Called The Zong* tell us about the Transatlantic Slave Trade?
7. Slave Trade Report by the 1820 Lancaster Society of Friends (Quakers)

NATIONAL CURRICULUM

- **Key Stage 1** - Significant individuals/ Black History – Learie Constantine. Additional or other significant individuals could be chosen to study.
- **Lower Key Stage 2** - A theme in British History beyond 1066 In this theme children learn about significant events in British History that will extend their chronological knowledge beyond 1066 e.g. *The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade*.
- **Upper Key Stage 2** - Aspect of British History beyond 1066 – 'A Lancashire Slave Ship called Hope' / **The Transatlantic Slave Trade**, The purpose of this theme is to find about The Transatlantic Slave Trade and its links to Lancashire in the past. Children will learn about what life was like for enslaved people in the past. They will find out about how significant people, events and changes to laws led to the abolition of slavery over time.

FUTURE LEARNING

The achievements of the earliest civilizations: a depth study (LKS2 - Ancient Egypt and UKS2 The Indus Valley) (A)

A non- European society that provides a contrast with British history: Early Islamic Civilization (C)

KEY LEARNING

Chronology:

- 'Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends
- 'Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.

- 'Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc.

Events, People and Changes:

'A study or theme in British History that extends pupils' chronological knowledge beyond 1066 'A local history study Enquiry, Interpretation and Using Sources:

- Use a wide range of sources as a basis for research to answer questions and to test hypotheses
- Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance. • Ask questions such as, 'How did life change...?' 'Why do we remember...?' 'Why do people disagree...?'

- Recognise how our knowledge of the past is constructed from a range of different sources

- Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about...?' • Describe the results of historical events, situations and changes e.g. the impact on people's lives

- Evaluate sources and make inferences

Communication:

- Discuss how Britain has influenced and been influenced by the wider world
- Describe aspects of cultural, economic, military, political, religious and social history
- Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. • Discuss and debate historical issues acknowledging contrasting evidence and opinions

- Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society
- Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines

- Produce structured work that makes connections, provides contrasting evidence and analyses trends

STICKY KNOWLEDGE

- I can explain why it is important to study Black British History today.
- I can explain what the Transatlantic slave trade was.
- I can discuss at least three ways in which the Transatlantic slave trade impacted upon the lives of black people.
- I can define the words 'slave' and 'enslaved' mean?
- I can explain why the ship called 'Hope'
- I can identify the difference between Primary? Secondary? Sources of evidence.



YR1/2 – EVENTS BEYOND LIVING MEMORY: THE GUNPOWDER PLOT

PRIOR LEARNING

Key Stage 1 - Significant historical events, people and places in the pupils' own locality (including schools and playgrounds) (A)

APPLIED VOCABULARY

Bonfire, archway, guard, prison, fireworks

TAUGHT VOCABULARY

King James, gunpowder, Houses of Parliament, Guy Fawkes, conspirators, plot, protestant, catholics, monarch, treason.

ENRICHMENT

- Visit a bonfire on 5th November
- BBC Bitesize:
<https://www.bbc.co.uk/bitesize/topics/ziki382/articles/zisobdm>
- Visit the local fire station

JOB ROLE & CONSOLIDATION TASK

We are... historians.

Final session – Organise events of the gunpowder plot into chronological order using some source.



CURRENT LEARNING (ENQUIRY BASED QUESTIONS)

1. Where is London, and what does it look like?
2. What was London like in the past (people / houses / way of life)?
3. What other sources can we use to imagine what life might have been like then?
4. What happened to London during the 'Gunpowder Plot'?
5. How did they stop the plan?
6. What did the government do?

NATIONAL CURRICULUM

This theme is about the Gunpowder Plot, an event beyond living memory which is significant nationally. Children will ask and answer basic questions about the Gun Powder Plot and its effects. They will consider why it happened, its results and the different ways in which it is represented. They will develop their understanding of the passing of time and sense of chronology. Children learn about the lives of Guy Fawkes.

FUTURE LEARNING

Key Stage 1 - Events beyond living memory or places in their locality – the seaside then and now (B)

KEY SKILLS:

Enquiry, Interpretation and using sources

- Make simple observations about different people, events, beliefs and communities
- Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past
- Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. 'what was different..?'

Chronology

- Recognise the distinction between past and present.
- Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago
- Recognise that their own lives are similar/different from the lives of people in the past

Communication

- Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc.
- Use historical concepts such as now/then and same/different when making simple connections and noting contrasts
- Retell simple stories about people and events from the past.

STICKY KNOWLEDGE

- I know that London is the capital of England and the Houses of Parliament are located there.
- I can explain about the gunpowder plot?
- I know was there a gunpowder plot?
- Was the plot successful?

