

History

By the time our children leave Pegasus Primary school, they will be:

- Curious and fascinated about the past
- Knowledgeable about Britain’s past and that of the wider world
- Able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Understanding of the process of change and the impact on modern life

See Cornerstones ‘Essential skills’ (attached) for subject specific aspects in each year groups

What will children know?

NC subject content Key Stage 1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

NC subject content Key Stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain’s settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 1	Dinosaurs	<ul style="list-style-type: none"> ▪ Events beyond living memory ▪ Fossil discoveries ▪ Prehistoric landscapes ▪ Significant individuals (Mary Anning) ▪ Mass extinction 	<p>See Cornerstones Essential Skills Matrix for Year 1</p> <p>Knowledge and Understanding</p> <p>Practical</p>
Year 2	Towers, Tunnels and Turrets	<ul style="list-style-type: none"> ▪ Historical events in the local area ▪ Historical people and places in the local area – a significant individual, buildings ▪ Changes in living memory ▪ History of their own school 	<p>See Cornerstones Essential Skills Matrix for Year 2</p> <p>Knowledge and Understanding</p> <p>Practical</p>
	Gods and mortals	<ul style="list-style-type: none"> ▪ Events beyond living memory ▪ Ancient Greece ▪ Greek life and achievement 	<p>See Cornerstones Essential Skills Matrix for Year 3</p>

Year 3		<ul style="list-style-type: none"> Influence on the Western World 	Knowledge and Understanding Practical
	Tribal Tales	<ul style="list-style-type: none"> Events beyond living memory Prehistoric Britain from the Stone Age to the Iron Age Stone Age, Iron Age, Bronze Age – everyday life, settlements, tools, burials, farming Wealth and trade 	
Year 4	I am warrior	<ul style="list-style-type: none"> Events beyond living memory The Roman Empire and its impact on Britain Significant events and significant individuals (e.g. Boudicca) Gladiators, food, settlements 	See Cornerstones Essential Skills Matrix for Year 4 Knowledge and Understanding Practical
	Traders and raiders	<ul style="list-style-type: none"> Events beyond living memory Anglo Saxons and Vikings – invasion, settlements, art and culture Significant individuals 	
Year 5	Pharaohs	<ul style="list-style-type: none"> Achievement of the Ancient Egyptians Egyptian hierarchy Significant individuals, e.g. Tutankhamen Life and culture 	See Cornerstones Essential Skills Matrix for Year 5 Knowledge and Understanding Practical
	Peasant, princes, and pestilence	<ul style="list-style-type: none"> 14 Century England Spread of disease, e.g. Black Death, the plague British hierarchy A knights role 	
	Off with her head	<ul style="list-style-type: none"> The Tudors Key events, e.g. Battle of Bosworth Significant individuals, e.g. Henry VIII Life and culture in Tudor times 	
Year 6	Revolution	<ul style="list-style-type: none"> Victorians Industrial revolution Victorian childhood and family life 	See Cornerstones Essential Skills Matrix for Year 6 Knowledge and Understanding Practical
	Child's war	<ul style="list-style-type: none"> World War II Why the war started – key events Life during the war for Jewish and British children The Blitz 	
	Hola Mexico	<ul style="list-style-type: none"> Mayan civilization c. AD 900 Mayon culture Settlements, religion, culture 	

Additional information

- What is the purpose of the [essential skills matrix](#) and the [identified knowledge](#) within each ILP? Both documents break down learning by year group or phase. Together they state what pupils are expected to know and be able to do at each stage of their education

- What is **progress**? Pupils make progress in the subject by knowing and remembering more. It is about connections and schematics, not isolated information.
- What are **components** and **composites**? Components are the sub-skills a pupil needs to be successful in a complex task (composite).
- What is the relationship between **knowledge** and **skills**? Both are intertwined - to get better at a subject, both knowledge and skills are required
 - ❖ Knowledge = **know**
ingredients – knowledge of vocabulary, events, people, places, ideas, procedure, transferable knowledge
 - ❖ Skills = **know how** *prepared meal*
- What are **schemata**? Schemata (concepts) are interconnected webs of prior knowledge which allow learning of new content
- How can we help pupils retain knowledge in the **long-term memory**? Retrieval practice strengthens memory because you have to recall something you have learnt previously
- How does **dual coding** help pupils learn? Dual coding theory suggests that representing information both visually and verbally enhances learning and retrieval from memory.
- What is **challenge**? Challenge should be considered as meeting curricular goals and ensuring pupils build up the relevant knowledge and skills over time.