

With **JESUS** at our side,  
 We **ACT** with a sense of right and wrong.  
 We show **LOVE** by being kind to everyone.  
 We **WALK** through each day with modesty in all we do.

*Act justly, Love mercy, Walk humbly*

### Curriculum Intent for...

The history curriculum at Queniborough Primary School makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Queniborough is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Queniborough aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Develop a sense of chronology;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### QPS Vision Statement

By the end of their time at Queniborough Primary School our children will know the stories of our communities and the events that have formed Queniborough and its surroundings. They will have broad and deep knowledge of regional, national and international history and well-developed historical thinking. Their ability to investigate, consider, reflect and review events of the past will have enabled a detailed understanding. They will use with ease their understanding of change and continuity, similarity and difference, cause and effect, chronology and significance to interpret events

## History

### Planning Objectives

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and developments. They will ask and answer challenging historical questions that make links between events, developments, peoples and periods in the past. They will know of and select from a wide range of historical sources when using their skills of research, analysis and evaluation. They will use historical terms accurately in their effective communication of ideas and judgements. They will select and apply their knowledge and skills from other subjects to draw conclusions and communicate their findings. They will enjoy learning, regard history as fun and want more challenges and success. They will have a mindset that accepts that tentative conclusions are the norm. They will confidently carry out their own historical investigations. They will have memories for life from visitors, visits and rich experiences. They will have a sense of social responsibility, respect for diversity and a willingness to engage with sensitive and controversial issues. They will feel prepared for the next stage of their history education and part of their adult life. They will feel proud of themselves, their communities and their place, Queniborough.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Understanding of the World</b> This involves guiding children to make sense of their community through opportunities to explore, observe and find out about people and places. ELG 13 People and communities Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG 14 The world Children know about similarities and differences in relation to places and objects.</p> <p><b>Communication and language development</b> This involves giving children opportunities to speak and listen in a range of situations. ELG 1 Listening and attention Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. ELG 2 Understanding Children answer 'how' and 'why' questions about their experiences and in response to stories or events. ELG 3 Speaking Children use past, present and future forms accurately when talking about events that have happened.</p>					

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### Planning Objectives

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Year 1	Events beyond living memory that are significant nationally or globally (Harvest)	Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods (Natural historians Mary Anning & David Attenborough)		Changes within living memory (100 years) used to reveal aspects of change in national life (Homes and shops in Queni)		Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods (Explorers – Christopher Columbus & Neil Armstrong / Tim Peak / Steve Backshall?)
Year 2	Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods (Comparing lives of significant individuals – Lady Jane Grey 9 day queen & Elizabeth II longest reigning monarch)		Significant historical events, people and places in their locality (Leicestershire – Battle of Bosworth)	Changes within living memory (100 years) used to reveal aspects of change in national life (Transport GCR)  Events beyond living memory that are significant nationally or globally (1st aeroplane flight)		
Year 3	Changes in Britain from Stone Age to Iron Age	The achievements of the earliest civilizations, an overview of where and when they appeared		In depth study of Ancient Egypt		
Year 4	The Roman Empire and its impact on Britain (Roman Leicester)	Ancient Greece – a study of Greek life and achievements and their influence on Western world.				
Year 5	Britain's settlement by Anglo Saxons and Scots Viking and Anglo Saxon struggle for the Kingdom of England to 1066	A non-European society that provides contrasts with British history –Mayan civilization c. AD 900				(Optional unit not part of history curriculum - History of Space)

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Year 6		Changes in crime and punishment through history A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		A local history study of an aspect of history that is significant in the locality Richard III
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