



How we teach History at Anglesey

SS GREAT BRITAIN

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Our School Vision:

Inquisitive, Resilient, Independent

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful...*Today, tomorrow and in the future.*

1. Subject Vision Statement

At Anglesey Primary School, our mission is to empower and inspire our students through a dynamic history curriculum that embraces the themes of power, pioneering, and culture. We strive to create an inclusive learning environment where every child can thrive, expanding their knowledge, fostering strong memory retention, and developing a profound understanding of the past.

Our history teaching is designed to provide students with a comprehensive grasp of both Britain's historical legacy and the wider world. By establishing connections between present and past learning, our curriculum encourages children to analyse historical periods and cultivate their chronological knowledge from the Stone Age to the present day.

We fuel children's innate curiosity about the past and equip them with the necessary skills to explore their own historical interests. Our history lessons immerse students in the role of historians, emphasizing the development of historical skills. We enrich the curriculum through engaging historical visits, guest speakers, and special events held within the school.

Furthermore, we aim to foster critical thinking, encouraging children to ask perceptive questions, evaluate evidence, analyse different perspectives, and exercise sound judgment. By learning about history, students develop a strong sense of identity, understanding how the past has influenced their lives.

Our curriculum ready's the children for KS3 where the concepts and historical periods we dive into will then be further developed, leaving our children at Anglesey in the best possible position to continue to flourish in the historical journey.

2. Subject Implementation

We follow the national curriculum objectives to ensure the best outcome for the children.

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key concepts:

Power: This looks at the ever-shifting dynamics of power through the ages. This includes the hierarchy of humans at different stages in our historical development, the battles that have defined our nation and the disasters that have had an impact on our societies.

Pioneers: This looks at the great inventions and explorers through the ages. Children will know how human invention have developed society and had a lasting effect on our lives today. They will also learn about key explorers from history and what their discoveries meant for the progression of humanity.

Culture: This looks at how developments in society and culture have changed the course of both British and world history. We analyse the effect on families and the lasting legacies of historical civilisations.

3. Meeting the aims of the National Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

3. Meeting the aims of the National Curriculum

In Key Stage 1:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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.

3. Meeting the aims of the National Curriculum

In Key Stage 2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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.

4. Curriculum Topic EYFS & KS1 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Where do I come from? Look at family	How have I changed? Recognise how they have changed over time.	What have I done in the past? -Sharing own stories -belonging	How has my area changed? look at old photos to compare and contrast. -Caretaker talk	What did my family do? Share stories from family members pasts. -Eid celebrations	What have I achieved? Discuss past successes Park trip
Reception	What have I done? Who is Martin Luther king?	How have our family members lives changed?	How have the journeys we made changed?	What is the role of a caregiver? Mother's Day Police and community support	What Job do you do?	How has the world changed?
Year 1	Power Why do we remember them? Women in history Florence nightingale Mary Seacole Malala Yousefzai	Power Why do we remember them? Women in history Florence nightingale Mary Seacole Malala Yousefzai	Pioneering Who is the greatest explorer? Christopher Columbus Neil Armstrong	Pioneering Who is the greatest explorer? Christopher Columbus Neil Armstrong	Culture How has school changed? How has school changed	Culture How has school changed? How has school changed
Year 2	Power Why did the fire spread so quickly? Fire of London Disasters	Power Why did the fire spread so quickly? Fire of London Disasters	Pioneering Were Queen Victoria and John Cadbury Pioneers? Queen Victoria John Cadbury	Pioneering Were Queen Victoria and John Cadbury Pioneers? Queen Victoria John Cadbury	Culture How have holidays changed over time? Holidays (Victorians)	Culture How have holidays changed over time? Holidays (Victorians)

4. Curriculum Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Power What made humans stand out from the other animals? Stone Age, Bronze Age, Iron Age	Power What made humans stand out from the other animals? Stone Age, Bronze Age, Iron Age	Pioneering Was the Nile the source of ancient Egypt's success? Ancient Egypt	Pioneering Was the Nile the source of ancient Egypt's success? Ancient Egypt	Culture What can we thank the Greeks for? Ancient Greece	Culture What can we thank the Greeks for? Ancient Greece
Year 4	Power Why were the Romans so powerful? Romans	Power Why were the Romans so powerful? Romans	Pioneering How did the Anglo Saxons change Britain? Anglo Saxons	Pioneering How did the Anglo Saxons change Britain? Anglo Saxons	Culture Ruthless raiders or social settlers? Vikings	Culture Ruthless raiders or social settlers? Vikings
Year 5	Power Was Tudor England powerful? Tudors	Power Was Tudor Britain powerful? Tudors	Pioneering What have the Victorians done for us? Victorians	Pioneering What have the Victorians done for us? Victorians	Culture Was Chamberlin a Brummie hero? Local history Chamberlain	Culture Was Chamberlin a Brummie hero? Local history Chamberlain
Year 6	Power How did power shift during WW2? WW2	Power How did power shift during WW2? WW2	Pioneering How did decisions made in Britain affect people thousands of miles away? Windrush Partition	Pioneering How did decisions made in Britain affect people thousands of miles away? Windrush Partition	Culture Savages or Civilised? Indus Valley Mayans	Culture Savages or Civilised? Indus Valley Mayans

5. Subject Impact

At Anglesey we analyse the impact of our learning through regular assessment of the children. This can be seen through targeted questioning, solid understanding of the key concepts and pupil voice. Children have books to record their knowledge and are able to reflect on their learning journey over the previous terms.



6. Intended progression through the curriculum

Click the link below for the whole school knowledge progression document...

