

KEY STAGE 1

The sequence in KS1 focuses on young children developing a sense of time, place and change. It begins with children studying **Changes within living memory** to develop an understanding of what has changed within the living memory of the community. This chronological knowledge is foundational to the understanding of change over time.

Pupils study the **Lives of significant individuals**, focusing on David Attenborough and Mary Anning. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study. This study is revisited and enhanced by studying the Lives of further significant individuals, including Neil Armstrong, Mae Jemison, Bernard Harris Jr. and Tim Peake. In KS1, pupils study local history through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events and the people that tell a story of the past.

Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London.

Significant historical events, people, places in our locality is studied to develop an understanding of the history and how it shaped the place we live.

Year 1

Themes: Community

Changes within living memory unit

Children will learn about how they have grown and changed in their life so far. They will study their local environment, finding out what is like and what shops there are. They will learn about how the shops have changed in the past and why. Understanding the concept of past will develop and they will find out how Moor Nook has changed from a long time ago.

Themes: Community, Knowledge

The lives of significant others

Children will discover people from the past and present, discussing why they are important to our world. They will learn about Mary Anning, a prominent female fossil collector and David Attenborough, a famous biologist and natural historian. Children will study what both people have done and compare their lives.

Themes: Knowledge, Community

More significant individuals

Children will go on to study the reasons why these people were or are significant. Neil Armstrong, Mae Jemison and Bernard Harris Jnr, American astronauts and Tim Peake, a British astronaut.

Year 2

Themes: Community, Power, Knowledge

Events beyond living memory

Children will learn all about how flight has developed over time. They will discover the different ways that humans have attempted to fly. They will find out the oldest successful way of flying. Discovery of who invented the aeroplane will be explored and how it has changed how we use transport. They will finally compare modern transport to that of the past.

Themes: Knowledge, Community

Events, people and places in our locality

Children will learn about the locality of Preston in Lancashire. They will look at it is today, then find out about how it has changed and the reasons for those changes. They will discover significant events that have happened in Preston and Lancashire in the past and how this has changed the area to how we see the area today.

Themes: Community, Power, Knowledge

Events beyond living memory

Children will use timelines to show different periods of time both in their memory and further back in the past. They will ask various questions, use artefacts and various other evidence to help explain what life was like in the past. Finally, they will make comparisons to the past and their daily life.

LOWER KEY STAGE 2

In lower KS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the **Stone, Bronze and Iron Ages**. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how **Rome influenced Britain**. This foundational knowledge is built upon and used to support long-term retrieval to contrast culture and technology. Pupils are able to draw upon prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories. Substantive concepts such as invasion, law, civilisation and society are developed through explicit vocabulary instruction.

Studies of how Britain was settled by **Anglo-Saxons and Scots** gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.

Children focus on the **Struggle for throne of England** through a study of the **Vikings**, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

Ancient studies include a focus on **Egypt**.

Year 3

Themes: Knowledge, Community, Power

Changes in Britain from the Stone Age to the Iron Age

Children will learn the 3 ages of the Stone Age: Palaeolithic, Mesolithic, Neolithic. They will discover what they were like and how we know this. They will discover when the Bronze Age was and how it differed to the Stone Age. Then they will learn about the Iron Age, again discovering what it was like and how we know

this today. Final using artefacts, children will look at the changes through each age and their differences.

Themes: Power, Invasion, Civilisation

The Roman Empire and its impact on Britain

Children will learn about who the Romans were and what it was like to live in Rome. They will compare this to the Iron Age and life in Britain at this time. Then, they will study why the Romans invaded Britain. Finally, they will learn about significant people and tribes that resisted the invasion of the Romans.

Themes: Knowledge, Community, Power

Revisit changes in Britain from the Stone Age to the iron Age

Finally, in history children will retrieve information learned about the changes that happened during the 3 stages of the Stone Age, the changes that happened from the Bronze Age to the Iron Age and final the similarities and differences between all the Ages in Britain.

Year 4

Themes: Invasion, Power, Community

Britain's settlements by the Anglo-Saxons and the Scots

Children will learn about what caused the Anglo-Saxons to come to Britain and where they came from. They will understand what life was like for Anglo-Saxons in Britain. Children will discover what kingdoms were formed by the Anglo-Saxons and how we know about this now. Finally, children will understand how religion influenced the Anglo-Saxons and how historians know this today, using all the evidence available.

Themes: Invasion, Power, Community

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Children will discover what life was like for Vikings, when they attacked Britain and from where they came. Children will learn where was invaded and settled, and why the Vikings were so feared yet so successful. When the Vikings were most powerful and what will be studied along with the peace and agreements created between the Anglo-Saxons and Vikings. Finally, children will learn what happened to the Vikings in Britain and why the Normans attacked them, believing they also had a right to the throne of England.

Themes: Civilisation, Knowledge, Power, Invasion

The Achievements of the Earliest Civilisations

Children will study who were the earliest civilisations and what did they achieve. They will study who the ancient Egyptians were and where they lived. They will discover the Old Kingdom, the Middle Kingdom and the New Kingdom and what they all achieved. They will learn how ancient Egyptians wrote, how they used the River

Nile, what gods they believed in and what evidence we have to learn about Tutankhamun.

UPPER KEY STAGE 2

Ancient history includes **the study of Ancient Greek life and achievements**. Children learn about the influence Ancient Greece had on the western world. The understanding of culture, people and places are central to these studies. CUSP History connects these studies with prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

Later in KS2, knowledge of Anglo-Saxons is revisited and used to connect with a study of the **Maya civilisation**. The study compares advancement of the Maya culture and innovation to that of the Anglo-Saxons around c. AD 900. Here, location, settlement, people, culture and invention are compared and contrasted.

Recent history is studied in the context of how conflict changed their locality in the Second World War focusing on **The Battle of Britain**. Modern history is also studied through units such as the **Windrush Generation**. Knowing about slavery, Caribbean culture and the injustice of the past enlightens pupils to understand why events happened and how these pioneers faced racism, discrimination and prejudice. PSHE and SMSC are vital components of the history curriculum - challenging racism and prejudice in all its forms. This is an integral feature of CUSP that spotlights the lessons we can learn from the past.

Year 5

Themes: Civilisation, Power, Democracy, Knowledge

Ancient Greece - a study of Greek life and achievements and their influence on the western world

Children will discover who were the Ancient Greeks and when did they reign. They will understand the beliefs of the Ancient Greeks and how city-dwellers were. Different to those in Athens and Sparta. They will understand the democracy of Athens. They will understand why the theatre was important to them and what myths and fables the Ancient Greeks created. They will learn about some big battles: The Battles of the Marathons and Salamis, why the was invented by the Ancient Greeks and who Alexander the great was.

Themes: Civilisations, Knowledge, Power

The Maya civilisation and compared to the Anglo-Saxons c. AD 900

Children will learn where the Maya live and what significant events they had in their history. They will learn about what a city-state was like, concentrating on

one specifically. They will learn of Maya inventions. Finally, they will compare Maya society to Anglo-Saxon Britain.

Year 6

Themes: Power, Invasion, Democracy, Community

How did conflict change our local area in World War 2?

Children will study the Battle of Britain and WWII. They will answer the question of why East Anglia was described as a mini America. Then they will discover airbases in our locality, why these were important and how the war effected our local area. Finally, they will remember the brave men and women of our locality who were important in the war.

Themes: Community, Democracy, Power

Windrush generation

Children will learn where the Caribbean islands are and what their history is. They will learn how the people of the Caribbean helped Britain in the war against Nazi

Germany and Hitler. They will discover what life was like for the Windrush pioneers in London. They will learn about Sam King and Norma Best and what they did. Finally, they will understand how the Windrush migration changed Britain for the better.