



Silver Springs History KS1 & KS2 Curriculum Overview



Curriculum Principles

At Silver Springs, the history curriculum is underpinned by the following principles:

- History should be ambitious and inclusive, enabling all pupils to succeed regardless of background or starting point.
- Pupils should develop a secure chronological framework so they can place new learning into a coherent narrative of the past.
- History teaching should prioritise deep understanding over superficial coverage, focusing on key concepts such as change, cause, consequence, similarity and difference, and significance.
- Historical learning should be enquiry-led, encouraging pupils to ask questions, evaluate evidence and form reasoned judgements.
- The curriculum should reflect diversity and global perspectives, helping pupils understand Britain's place in the wider world.
- Local history should play a meaningful role in developing pupils' sense of place, identity and belonging.

By the End of Their Education, Students at Silver Springs Will:

- Have a secure and coherent understanding of chronology, spanning from early civilisations to the modern era.
- Know and remember key historical events, individuals and civilisations from British, local and world history.
- Use historical vocabulary accurately and confidently to explain ideas and communicate understanding.
- Understand how historians use different sources of evidence to construct knowledge about the past.
- Be able to think critically, making connections, identifying patterns of change and continuity, and evaluating significance.
- Appreciate the diversity of societies and cultures across time and recognise how the past shapes the world today.
- Be well prepared for the demands of secondary history and wider academic study.

In Order to Achieve a True Understanding of History, Topics Have Been Sequenced Based on the Following Rationale:

The history curriculum at Silver Springs is carefully sequenced to ensure knowledge builds cumulatively and meaningfully over time.

- Learning begins in KS1 with pupils' own experiences and living memory, enabling children to grasp the concept of the past.
- Pupils then study events beyond living memory, before moving into early British history in KS2.
- British history is taught chronologically, from prehistory through to the twentieth century, allowing pupils to see long-term change and continuity.
- World history units are strategically placed to complement British history, broadening pupils' understanding of global influence and legacy.
- Key concepts and vocabulary are revisited and deepened across year groups to strengthen retention and understanding.



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- Thematic studies, such as Crime and Punishment, are used to help pupils make connections across different periods.
- This sequencing ensures pupils do not encounter history as disconnected topics, but as a coherent and evolving narrative.

We Fully Believe History Can Contribute to the Personal Development of Students at Silver Springs:

Through the study of history, pupils at Silver Springs develop:

- Curiosity and intellectual confidence, by asking questions and exploring different interpretations of the past.
- Empathy and respect, through learning about diverse societies, cultures and lived experiences.
- A strong sense of identity and belonging, particularly through local history studies of Stalybridge and Greater Manchester.
- Moral awareness, by exploring themes such as justice, power, conflict and inequality across time.
- Resilience and independence, as pupils engage in enquiry, debate and evidence-based reasoning.
- History supports pupils' spiritual, moral, social and cultural development and helps them become thoughtful, informed and active citizens.

Opportunities Are Built In to Make Links to the World of Work to Enhance the Careers, Advice and Guidance That Students Are Exposed To:

The history curriculum at Silver Springs provides meaningful opportunities to link learning to the world of work and future careers.

- Pupils are exposed to how historical knowledge and skills connect to a range of professions, including:
- Historians, archaeologists and researchers through studies of prehistoric evidence and ancient civilisations.
- Museum curators, archivists and heritage workers when analysing artefacts, sources and local history.
- Law, policing and justice-related careers through thematic studies such as Crime and Punishment.
- Engineering, transport and urban planning through local studies of railways and industrial change.
- Medicine and healthcare through the study of historical figures such as Florence Nightingale and Mary Seacole.
- Science, technology and mathematics through modern history in World War II and Early Islamic Civilisation.



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 History	Autumn 1 History	Autumn 1 History	Autumn 1 History	Autumn 1 History	Autumn 1 History
Queen Elizabeth II <i>How do we know that Queen Elizabeth II had a significant impact on today's society?</i>	Homes, Castles & Palaces <i>How are homes, castles and palaces different and which would you rather live in and why?</i>	Nurses – Seacole, Cavell & Nightingale <i>Who was more significant and why? Florence Nightingale, Mary Seacole or Edith Cavell?</i>	Earliest Civilisations inc Ancient Sumer, Shang Dynasty & Indus Valley Ancient Egypt <i>Would the Ancient Egyptians have achieved as much without the Nile?</i>	Ancient Greece <i>How did Ancient Greece change the world and how did they impact our lives today?</i>	Crime & Punishment <i>When would've been the worst time to be a criminal? Justify your reasons.</i>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1 History	Spring 1 History	Spring 1 History	Spring 1 History	Spring 1 History	Spring 1 History
Homes in the Past <i>Why does my house look different to a house in the past?</i>	Great Fire of London <i>What caused the Great Fire of London and how did they stop it from happening again?</i>	Stone Age to Iron Age <i>How do we know about the prehistoric period? When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</i>	Anglo-Saxons, Picts and Scots <i>Who were the Anglos Saxons and why did they come to Britain?</i>	Early Islamic Civilisation <i>Why was Baghdad an important city during the Early Islamic Civilization? What was the 'Silk Road' and why was it important?</i>	Crime and Punishment <i>When would have been the worst time to be a criminal? Justify your reasons.</i>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1 History	Summer 1 History	Summer 1 History	Summer 1 History	Summer 1 History	Summer 1 History
Seaside Holidays <i>How have seaside holidays changed over time?</i>	Local Area Study (Railways) <i>Why has Stalybridge changed as a result of the Industrial railways?</i>	Roman Empire <i>How and why did the Roman empire expand so much? What achievements did the Romans bring to Britain that we can see today?</i>	Vikings <i>Who were the Vikings and what kind of life did they lead in Britain?</i>	Children in Victorian Britain <i>What was it like to be a child in Victorian Manchester?</i>	World War II (Alan Turing) <i>How was Stalybridge/Greater Manchester affected by WW2 and how did it recover?</i>



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1. One-Page National Curriculum Compliance Grid

National Curriculum Requirement	Where Evidenced in Curriculum	How Requirement Is Met / Exceeded
Chronological understanding (KS1–KS2)	Whole curriculum overview	Clear progression from living memory (Y1) to ancient civilisations and modern history (Y6). Chronology revisited and secured each year.
Changes within living memory	Y1: Queen Elizabeth II; Homes in the Past	Direct comparison of pupils' lives with the past.
Events beyond living memory	Y2: Great Fire of London	Secure understanding of historical events outside living memory.
Significant individuals	Y1, Y3, Y6	Queen Elizabeth II; Nightingale, Seacole, Cavell; Alan Turing – diverse and representative.
Local history study	Y2, Y5, Y6	Railways in Stalybridge; Victorian Manchester; WW2 local impact – exceeds minimum requirement.
Stone Age to Iron Age	Y3 Spring	Fully meets statutory British history requirement.
Roman Empire & impact on Britain	Y3 Summer	Explicit focus on legacy still visible today.
Anglo-Saxons & Vikings	Y4 Spring & Summer	Chronological continuation of British history narrative.
Victorian Britain	Y5 Summer	Focus on children's lived experiences.
World War II	Y6 Summer	Combined national and local study with social impact.
Early civilisations	Y4 Autumn	Multiple civilisations studied – exceeds requirement.
Ancient Greece	Y5 Autumn	Democracy and legacy explicitly linked to modern Britain.
Non-European society	Y5 Spring	Early Islamic Civilisation – exceeds statutory minimum.
Historical enquiry & sources	KS1–KS2	Enquiry questions and evidence-based learning embedded throughout.
Historical vocabulary	KS1–KS2	Vocabulary explicitly taught and progressively built.