Downholland Haskayne
History Curriculum Overview

Downholland Haskayne CE Primary School has mixed age classes. There is an EYFS (including 3+ Nursery)/KS1 class- Acorn and a KS2 Class – Oak. The curriculum has been designed with a 2 year rolling program for Acorn class and a 4 year rolling program for Oak class.

Acorn Class – EYFS & KS1

Key: Substantive Historical Concepts	**Exploration:** What makes people want to explore?	**Migration:** Why have people migrated or invaded?	**Religion and Belief:** How have religion and belief shaped the way people live and behave?	**Leadership, Empire and Power:** How do leaders and people in power affect society?	**Society and Legacy:** How do individuals and groups of people impact society?	
Disciplinary Concepts	**Change & Continuity**	**Sources & Evidence**	**Historical Significance**	**Historical Interpretations**	**Similarity & Difference**	**Causes & Consequence**
Cycles	**Autumn**		**Spring**		**Summer**	
Cycle A 2026/27	**Events beyond living memory** What caused the Great Fire of London? Causes & Consequence The Great Fire of London Our village (connections to GFOL) –EYFS Show an awareness of the past, using common words and phrases relating to the passing of time Describe where the people and events studied fit within a chronological framework and identify		**The lives of significant individuals in the past** In what ways was Queen Elizabeth II's reign significant? Historical Significance Queen Elizabeth II - Who is special to you? (Family, head teacher as a leader) Achievements of the Queen How did her life change when she became Queen?? How did she improve lives?		**Changes within living memory** Why have people throughout history chosen to go to the seaside? Change and Continuity The Seaside: Then and Now. - *Family History (Holidays) – EYFS*	

	similarities and differences between ways of life in different periods Relate his/her own account of an event and understand that others may give a different version Ask and answer relevant basic questions about the past		
Cycle B 2027/28	**<u>Significant historical events, people and places in their own locality</u>** How has our school changed since it opened? Historical Significance Our School, Our Community	**<u>The lives of significant individuals in the past</u>** Why do people choose to go on long, dangerous journeys? Historical Significance Christopher Columbus and Neil Armstrong Why would people choose to go on a journey that no-one has been brave enough to go on before? - What journeys have your family been on? (Lost and found) How did they prepare for the journey?	**<u>Changes within living memory</u>** How have toys changed over time? Similarity and Difference Toys Through Time *What toys did your parents/ Grandparents play with?* *School Toy Museum*

Progression from EYFS to UKS2:

At Downholland Haskayne, we have deliberately woven in key threads across from EYFS to UKS2. This enables progression through connectivity, complexity, and sophistication. Through in-depth speaking and listening, children will learn to justify a stand or decision and draw connections between ideas that have been already taught. For example, children who have covered Ancient Egyptian pyramids in LKS2 would be able to draw

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connections with the burial mound at Sutton Hoo in UKS2. "What connections can you make between burial rituals within Ancient Egypt and Anglo-Saxon Britain?" "How was Ernest Shackleton's brave attempt to reach the South Pole similar to Columbus' journey to the new world?" At the end of UKS2, we expect children to be able to draw together the strands from EYFS to UKS2 and answer summative questions such as, " How have religion and belief shaped the way people live and behave?"

Oak Class – KS2

Cycles	Autumn	Spring	Summer
Cycle A 2024/25	**Changes in Britain from the Stone Age to the Iron Age** What does Stonehenge reveal about religion and belief in the Bronze Age? Sources and Evidence	**A local history study.** How have the ports of Liverpool changed society in the north west of England?	**Ancient Greece – a study of Greek life and achievements and their influence on the western world** What values were of importance to the Athenians and Spartans? How did these values influence their different styles of leadership?
Cycle B 2025/26	**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**

	What were the consequences (then and now) of Boudicca's resistance to the Romans? Cause & Consequences British resistance: Boudicca Text: Queen of Darkness by Tony Bradman	What have the discoveries at Sutton Hoo revealed about life in Anglo-Saxon times? Causes & Consequences	**Confessor** Is it fair to describe all Vikings as brutal invaders? Historical Interpretations
Cycle C 2026/27	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.** Crime and Punishment: How have punishments for crimes, in Lancashire, changed over time?	**A non-European society that provides contrasts with British: Mayan civilization c. AD 900** What helped to cause the collapse of the Mayan Empire?	**A study of an aspect or theme (exploration) in British history that extends pupils' chronological knowledge beyond 1066.** Why was Ernest Shackleton knighted by King Edward VII? Historical Significance
Cycle D 2027/28	**The achievements of the earliest civilizations.** What do ancient monuments reveal about religion and beliefs within ancient civilisations? An overview:	**A local history study/ Britain since 1066** Cause & Consequences What caused the evacuation of children (to the local area) during WWII?	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.** Causes & Consequences

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	Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Depth study: Ancient Egypt Nefetari's Tomb: https://www.youtube.com/watch?v=PFAJcMzmMzQ		Why did the villagers of Eyam choose the quarantine themselves during the period of the great plague?