

Key Stage 1

Our KS1 history curriculum is designed to build on the Early Years curriculum where children begin to understand the concept of chronology by looking at changes in their own lifetimes. In Key Stage One, children will develop the language of history and extend their understanding of chronology to beyond their own lifetimes. Children will gain an early understanding of how we can use historical sources to develop knowledge of life beyond living memory, an aspect which will be developed further within the key stage two curriculum. Children will learn about some significant people and events, including opportunities to look at aspects which are relevant locally.

The threads that will run through all of our history topics are the following concepts: change; cause and significance. The expectation is that by the end of each unit children will be able to answer the questions of 'What has changed?', 'What has caused the change?' and 'Why is it so significant?'

Year	Term	History Focus	Rationale	Prior Knowledge
EYFS	Throughout the year.	<p>ELG Past and present</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>An introduction to the subject and vocabulary of history and the concept of change across time to underpin future learning in the subject.</p> <p>In Foundation Stage children-</p> <p>Look at pictures of themselves now and themselves as babies, and talk about how they have changed</p> <p>Learn about families – children, parents, grandparents – and relate to the past, e.g. parents were once babies, then children etc.</p> <p>Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago</p> <p>Listen to stories that are set in the past</p>	

			<p>Compare things in the past and now, linked to our topics (e.g. emergency vehicles – through people who help us, buildings such as schools and libraries etc)</p> <p>Learn the names of some significant people from the past and present, such as Guy Fawkes and David Attenborough (linked to our topics)</p>	
Year 1	Autumn 1	How have toys changed over time?	<p>Following an initial introduction to chronology and how things have changed within their own lifetime in reception, this builds to history beyond their own lives to include changes within their family's memory. It allows them to start to develop some of the key skills of historians and study concepts such as change and chronology using a familiar and interesting subject matter. It also allows strong links to the English curriculum through the POR work with the text 'Lost in the Toy Museum'</p>	<p>Understanding how they have changed and things around them have changed since birth through their EYFS curriculum.</p>
	Autumn 2			
	Spring 1 Spring 2	<p>How did the Great Fire affect London?</p> <p>1666</p>	<p>A key event in history that ties in extremely well with the Geography work on a study of London that is driven by the POR text 'Katie in London'. It allows the children to start to look at key events beyond living memory and through the use of various different sources of evidence such as old maps and diaries; it really develops the skills of historians and how we know about the past.</p>	<p>Builds on the principles of using living people to find information about events prior to their own life and introduces the use of sources of evidence that were created by people that are no longer alive.</p>
	Summer 1 Summer 2	What does 'home' mean to you?	<p>This topic will link all learning from the past year, encouraging children to revisit their learning of their own homes, homes during the Great Fire of London and homes in a contrasting location (Kenya). Children will develop their knowledge of chronology and how different sources can support historical thinking.</p>	<p>Continuing with the key concepts of change and cause and effect. The children will be reminded of how things have changed in their lifetimes and</p>

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				beyond. We will revisit knowledge of the Great Fire of London and use this to develop our understanding of how homes have changed.
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Year 2	Autumn 1	<p>Dame Mary Anning/David Attenborough Prehistoric Britain Why do we remember Mary Anning?</p> <p><i>Mary Anning 1799-1847</i></p>	<p>This is a fantastic opportunity for children to learn about how fossils have helped us learn about the past and the social changes which have occurred today given, how Mary Anning being a young female scientist, was so unusual at that time. Through the study of Mary Anning, the children are able to further develop their understanding of sources of evidence that inform our understanding of history an also learn about social change regarding how women like Mary Anning were trailblazers in their field at the time. They can contrast the experiences of an important historic female from the past and the challenges she faced compared to a more recent historic figure in David Attenborough.</p>	<p>Children will revisit sources of evidence from their history work to date and what they know about sources of evidence and how it informs our understanding.</p>
	Autumn 2	<p>Why are these famous women significant?</p> <p><i>Mae Jemison Tanni-Gray Thompson Queen Elizabeth II</i></p>	<p>This unit is an opportunity to study powerful women in history and discuss their significance. This unit also helps illustrate the protected characteristics of age, disability, race and sex, promoting equality. Children are taught to understand the significance of these women in society at the time.</p>	<p>This unit gives children the opportunity to study new significant individuals and really develop their understanding of the idea of 'significance', building on the significant figure studied in the previous term - Mary Anning. Children will also develop their understanding of chronology, placing the achievements of the powerful women on a time line, including the previous significant individuals studied in Year 2.</p>
	Spring 1	<p>James Cook What did Captain Cook achieve?</p> <p><i>1728-1779</i></p>	<p>Through our curriculum, we want the children to learn about significant historical figures from the local area but also want to link history to other learning as much as possible. Through the study of James Cook we are able to do exactly that. By this stage in their learning the children have started to learn several skills as historians and how sources of evidence are used to inform our understanding. The children build on these skills and use them to understand key aspects of James Cook's life in the local area and the significant events of his life beyond that whilst developing a greater understanding of place and location knowledge in geography building on their prior learning in geography as well as history.</p>	<p>Sources of evidence that they have used to date. Knowledge of key historic figures from the past and their achievements to compare to the amazing achievements of James Cook. This subject also builds on the children's prior learning in Geography about the world, its continents and its climate zones.</p>

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	Summer 2			

Key Stage Two

The history programme of study is more defined for KS2 and the topics chosen have been driven largely by the expectation of the National Curriculum, allowing us to teach identified key knowledge and historical skills, building on prior knowledge. To develop the children's sense of chronology, they will be made aware of other key historic events that have relevance to the period studied. Each year group in KS2 will study an early civilisation and these will be compared when children have learnt about all of these civilisations, with a focus on their legacy on society today. Our curriculum gives children a strong grounding in British history, taught chronologically from the first settlements through Roman Britain, the Anglo Saxons and the Vikings, culminating in World War 2 in Year 6. Woven through these is the concept of invasion and its impact on Britain. These units are supplemented with additional units to reinforce children's historical skills, support learning in other subjects and foster a love of learning about the past. Our history curriculum also offers some opportunities beyond the national curriculum to further consolidate the skills taught, broaden the children's knowledge and enhance engagement. Throughout the curriculum, pupils are taught the substantive content which defines each period - knowledge which is carefully planned and regularly revisited to ensure that it is fully embedded. The skills of how to be a historian are also carefully planned for and run through all history units.

Year 3	Autumn 1	Stone Age to Iron Age Britain How did life in Britain change from the Stone Age to the Iron Age? <i>15000BC-43AD</i>	Allowing children to build on the knowledge of prehistory studied in Year 2 and the understanding of uses of sources of evidence forming our understanding of prehistory. The work also builds on the science topic of rocks and soils as well as focusses on innovation and technological advances that were made during the era studied. This concept will be built on and used as a comparison when studying the Industrial revolution.	Revisit the understanding of prehistory to date during the study of prehistoric Britain, fossils and dinosaurs. Further develop skills of historians and their use of sources of evidence from the past as well as understanding the concepts of change and what led to the change
	Autumn 2			
	Spring 1 Spring 2	Local area study of Middlesbrough, including industrial revolution, How did metal make Middlesbrough Mighty? <i>Middlesbrough 1820s Industrial Revolution 1750-1850</i>	The concept of change and cause and effect are starting to be understood and this is the perfect opportunity to develop this further by studying a key period of history and the significance of the local area as part of this. Children can also develop their understanding of sources of evidence by visiting local historic sites and be historians using real local evidence. The work allows local fieldwork and local area geography study. It builds on their knowledge of how towns and civilisations develop and how rivers are at the heart of this. This provides important knowledge that will be revisited during the study of Ancient Egypt	The concepts of change and cause and effect that drive innovation are revisited from all learning to date but the work on the key advances during Stone Age to Iron age (an early industrial revolution) will be built on to inform the new learning. Prior learning in geography is also important to understand the advances in global trade and this will also be informed by the earlier work on James Cook and the India topics in Year 2.

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	Summer 1	<p>What was life like in Ancient Egypt?</p> <p><i>3150BC-30BC</i> <i>(Tutankhamun 1325 BC)</i></p>	<p>Building on the understanding of the development of civilization and the development of industry along rivers this is a good opportunity to go further back in History and study an ancient civilisation. Egypt has been chosen as it is a very clear example of how the civilisation developed along a great river. It also allows us to make links to some great texts to support the English curriculum through the text 'Marcy and the Riddle of the Sphinx'</p>	<p>Rivers and the development of industry and civilisation along them</p> <p>Sources of evidence</p> <p>Link back to Iron Age topic to compare the two periods of history occurring at the same time.</p>
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Year 4	Autumn 1	<p>How did the success of the Roman Empire affect Britain? (Boudicca and the Celtic resistance will be covered within this aspect) <i>43BC-420AD</i></p> <p>INVASION</p>	<p>The first two half terms within year 4 are a real study of the history of invasion and settlement within the UK. They start with a study of the Romans initial invasion, building on the knowledge they have about Ancient Civilisation from their year 3 Study. This detailed study leading to a greater understanding of the reasons for this invasion and the resistance that was met from the Celts allows for a really focused period of study into the History of Britain. This is further built on through the Anglo-Saxons and their invasion and settlement in Britain.</p>	<p>Sources of evidence</p> <p>Link back to Y3 Iron Age topic as the Iron Age in Great Britain ended when the Romans invaded.</p> <p>Comparisons to Ancient Egypt as a civilisation.</p> <p>Romans knowledge revisited during Celtic resistance study and knowledge of both revisited through and Anglo-Saxon study.</p>
	Autumn 2	<p>What happened to Britain when the Romans left? Britain's settlement by Anglo Saxons and Scots <i>450AD</i></p> <p>INVASION</p>	<p>This is the perfect time for pupils to consolidate many of the concepts they have learnt about and skills they have acquired to date through their History study so far.</p>	
	Spring 1	<p>From source to sea: Where does water come from?</p>	<p>Predominantly a geography topic looking at where water comes from. As part of this topic, children will look at rivers, in particular the River Tees, and re-visit how the Nile and Amazon were used.</p>	<p>Re-visit The Y3 work on the Nile and the Amazon and the significance of those rivers Revisit the importance of the River Tees as part of the industrial revolution of Middlesbrough studied in year 3.</p>
	Spring 2			
	Summer 1	<p>What can we learn about the Titanic disaster?</p> <p>Titanic - 1912</p>	<p>A stand-alone study beyond the National curriculum that allows some very strong links with the geography curriculum as well as links to the industrial revolution and steel industry. The main purpose is to look at SMSC and the difference between different classes of people and how they were treated historically with comparisons to present day. It allows the continuation of the study of concepts of change and cause and effect but also allows a clear progression in the uses of sources of evidence and the advancement to</p>	<p>This will build on from the previous term's topic of looking at the marine biome and the oceans of the world.</p> <p>Building on SMSC understanding of how different groups in society have historically and in some cases still are treated differently.</p>

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			becoming more discerning about the sources of evidence used taking into account the different viewpoints of different people as documented at the time. This topic also feeds into the following half term's topic on the USA with the Titanic's intended destination being New York.	
	Summer 2	'What's so great about the USA?' Native Americans <i>Early 1800s</i>	This will form an aspect of a broader topic on the USA. Children will look at the history of the nation and the Native Americans. This will also offer an opportunity to revisit the idea of settlers and debate the issue of the treatment of the Native American people. Why did people choose to settle in the USA historically compared to why people may choose to settle in the USA today?	Re-visit the previous Titanic topic as the Titanic's destination was New York. Why may people have chosen to travel to the USA in the past? Re-visit the invaders/settlers already studied in the Romans and the Anglo-Saxons topics. What are the similarities/differences?

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Year 5	Autumn 1	<p>How did the Ancient Greeks influence the world?</p> <p>776BC – 146BC</p>	<p>A chance for children to study another ancient civilisation allowing comparison with previous study and feeding into the topic in Year 6 on looking at the early civilisations. This has been chosen for Year 5 to build on this prior learning but also to link with POR texts that develop Reading and Writing skills. It also allows a closer study of the geography of a European area. There are many opportunities to make comparisons with the children's understanding of Roman soldiers and the similarities between them and Spartan soldiers etc. There will also be some coverage of the impact of volcanoes at the time that will be built upon during the work on Natural Disasters</p>	<p>Prior learning on ancient civilisations as studied to date (The Ancient Egyptians and the Romans)</p> <p>Sources of evidence</p>
	Autumn 2	<p>Historic Natural Disasters</p>	<p>Mostly geography based but some comparison to current volcanoes and earthquakes will be made with the historic events in Italy in Roman times with Mount Vesuvius</p>	<p>Link back to Roman topic with Vesuvius' eruption in 79AD.</p>
	Spring 1			
	Spring 2	<p>Vikings: Ruthless Killers or Peaceful Settlers?</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>793-1066 AD</p> <p>INVASION</p>	<p>This topic builds directly from the Year 4 topic on Britain's settlement by Anglo-Saxons and Scots. Children will learn about the struggle for the Kingdom of the England and focus in detail on the Viking raid and invasion. Children will have another opportunity in this topic to look at the concept of invasion and how it changed life in Britain</p>	<p>Re-visit of the Y4 topic on Britain's settlement by Anglo-Saxons and Scots. It also links back to the withdrawal of the Roman's from Britain and the changes that occurred. Opportunity to re-visit the concept of 'invasion' and link it back to Roman invasion and Anglo-Saxon invasion.</p>
	Summer 1	<p>Earth and Space – History of space travel / space race.</p> <p>1955-1975</p>	<p>Mostly science based, looking and earth and space. In terms of history, we will explore the history of space travel.</p>	<p>Constructing the past and change.</p>

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Year 6	Autumn 1	<p>WW2</p> <p>How successful was Hitler's invasion?</p> <p>1939-1945</p> <p>INVASION</p>	<p>This is chosen for Year Six as an opportunity to study a key event in history beyond 1066 and is a fantastic stimulus for writing. It allows for a much deeper look at the causes and motivations of WW2 and the impact of the war. It pushes children to think about justifications for war as well as being discerning about sources of evidence from both sides of the campaign. This topic then focuses more specifically on the impact of the war on childhood in the second half term and challenges children to look at both positives and negatives. Children will look at evacuees and other children impacted by war. This term's topic will be supported by the texts of 'Rose Blanche' looking at the war from the perspective of a German child and also 'Letters from the Lighthouse' looking at evacuees.</p>	<p>Revisit other historic reasons for war and invasion. Remember information about the Romans, Anglo-Saxons and Vikings and their invasion of Britain. How was this invasion different? Develop a picture of childhood in the past, link to 'Street Child' of children in Victorian times, children in WW2 and childhood now. This study also allows the children to revisit and build on their knowledge of the geography of Europe and some areas of the world where specific battles were fought.</p>
	Spring 1	<p>Was it worth the risk?</p> <p>Shackleton</p> <p>1914-1917 Expedition</p>	<p>This is a POR text that is fantastic at developing children's writing. It also allows children to study historical events and think in detail about conditions in the past and the reasons why humans have chosen to take on extreme challenges. It continues to develop children's understanding of recent history and what life was like in the early 1900s. The study also allows some excellent geography work and gives the children the opportunity to revisit knowledge about different climate zones and locational knowledge of the world and its continents</p>	<p>Knowledge of geography. Different climate zones. Knowledge of the world through map work and an understanding of the polar regions and the major continents. Develops and builds on existing knowledge of Britain in the early 1900s.(linked to Titanic topic in Y4)</p>
	Spring 2 Summer 1	<p>Is wrong ever right?</p> <p>The Highwayman</p> <p>1700s</p>	<p>The driver for the Enquiry is the Power of Reading text, The Highwayman. Through this text, the children explore the history of highwaymen and crime and punishment to debate whether it was right for highwaymen to steal and whether the punishment was appropriate for the crime. This is followed by a broader ethical exploration of question 'Is wrong ever right?'. The children compare the different techniques activists use to get their point across: speeches, rallies, protests, petitions, street art and boycotts. They decide which way they feel would be most effective and then</p>	<p>Extension of the ethical questioning developed in WW2 topic, including activism through 'Rose Blanche – whole rose – activism movement against Hitler - and the idea of whether actions can be justified. Links to Rose Parks, Greta Thunberg and Katherine Johnson previously studied.</p>

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			study some key points in recent history, including the suffragette's movement, particularly Emmeline Pankhurst; the civil rights movement, focusing on Martin Luther King; climate change, focusing on Greta Thunberg and finally Just Stop Oil activism, which is currently a very vocal activist group. This study allows children to explore different people's viewpoints and consider whether the activists are morally right.	
	Summer 2	<p>What will our historical footprint be? Revisit of early civilisations taught in KS2 and a focus on the Maya as non-European society</p> <p><i>Maya 2000BC-900AD</i></p>	<p>Another chance for children to study an ancient civilisation whilst continuing to develop their geographical knowledge of a region of the world. This topic gives children the opportunity to re-visit all of the early civilisations taught in Key Stage 2 as well as the 'new' civilisation of the Maya and look at the legacy of these civilisations in the world today. The children get the opportunity to put all of their historical ability and skills to the test by constructing a detailed record of the key events during Mayan civilisation and use a range of sources of evidence and information to complete a full historical study.</p>	<p>Children will revisit knowledge of the Egyptian, Roman and Greek civilizations to make comparisons between them and the Mayans.</p>