



# St Barnabas

Church of England Primary Academy

A member of **CDARI**

**'That they shall have life,  
life in all its fullness!'** John 10:10  
**'Achieving great things through  
learning and growing together in  
a love-filled Christian family'**

## History Curriculum Overview 2025-26

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Talk about our family and people who are important to us</p> <p><i>Talk about the lives of the people around them</i></p>	<p>How we grow- birthdays</p> <p>To talk about how we change as we grow: our life cycle</p> <p><i>Similarities and differences between things in the past and now</i></p> <p>Guy Fawkes and the Gunpowder plot</p> <p>Remembrance day</p> <p><i>To understand the past through settings, characters and events</i></p>	<p>The story of how Chinese new year is named after animals</p> <p><i>To understand the past through settings, characters and events</i></p>	<p>Finding out about different occupations and their role in society</p> <p><i>To talk about the lives of people around them and their roles in society</i></p>	<p>The tiger who came to tea</p> <p>Dogger</p> <p><i>To understand the past through settings, characters and events</i></p>	<p>Old objects from home compared to what the children use now</p> <p>To talk about grandparents and what their life was like when they were younger</p> <p><i>Similarities between things in the past and now, understand the past through events</i></p>

Cultural Capital	<ul style="list-style-type: none"> <li>The story of how Chinese new year is named after animals: This is an excellent opportunity to introduce the concept of different cultural beliefs and traditions. You can explore the role of animals in different cultures and the importance of storytelling.</li> <li>Finding out about different occupations and their role in society: This helps pupils understand the world of work and different roles within the community.</li> </ul>					
Year 1		<b>Great fire of London</b>		<b>Toys</b>		<b>How has Darwen's high street changed over time?</b>
Cultural Capital	<p>The Great Fire of London and Local History</p> <ul style="list-style-type: none"> <li>Virtual Field Trip: Arrange a virtual tour of a place like the Museum of London, which has specific resources and videos about the Great Fire. This would allow students to see artifacts and learn about the events from a different perspective.</li> <li>How has Darwen's high street changed over time?: Take a walk and observe the changes in your local area. You could also interview an older resident to get a firsthand account, which introduces the concept of oral history.</li> </ul>					
Year 2		<b>How was school different in the past?</b>		<b>How did we learn to fly?</b>		<b>What is a monarch?</b>

Cultural Capital	<p>Significant Events and People</p> <ul style="list-style-type: none"> <li>• Guest Speaker: Invite a local historian or a community member to speak about how a particular event, such as a local festival or a significant change in the area, has impacted their lives. This would make history personal and tangible for the students.</li> <li>• How did we learn to fly?: This unit can be used to introduce the concept of human ingenuity and technological progress. You could explore the lives of famous inventors and pioneers.</li> <li>• What is a monarch?: Learn about the British monarchy and discuss the concept of democracy and different forms of government.</li> </ul>					
Year 3		<p><b>What did the Egyptians believe?</b></p>		<p><b>How have children's lives changed?</b></p>		<p><b>British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b></p>
Cultural Capital	<ul style="list-style-type: none"> <li>• How have children's lives changed?: A visit to a local museum with a historical home or a recreated Victorian classroom could provide a tangible experience of what life was like for children in the past.</li> <li>• Would you prefer to live in the Stone Age, Iron Age or Bronze Age?: This topic provides a great opportunity to introduce the abstract terms like 'civilisation' and 'society'. You can also discuss how our knowledge of prehistory is based on archaeological evidence.</li> </ul>					
Year 4		<p><b>British History 2: Why did the Romans settle in Britain?</b></p>		<p><b>British History 3: How hard was it to invade and settle in Britain?</b></p>		<p><b>British History 4: Were the vikings raiders, traders or settlers?</b></p>

Cultural Capital	<ul style="list-style-type: none"> <li>Virtual Visit to a Roman Site: A virtual visit to a place like the Roman Baths or the British Museum can bring the Roman era to life. These live, interactive workshops allow students to see Roman artifacts and engage with an expert.</li> <li>Historian or Archaeologist Visitor: Invite a local historian or an archaeologist to speak to the students. They can show how evidence from their work helps us understand Roman life in Britain.</li> </ul>					
Year 5		<p><b>How did the Maya civilization compare to the Anglo-Saxons?</b></p>		<p><b>British History 5: What was life like in Tudor England?</b></p>		<p><b>What did the Greeks ever do for us?</b></p>
Cultural Capital	<ul style="list-style-type: none"> <li>Online Resources: The British Museum and other learning zones provide online resources about ancient civilizations like the Maya, including guides, activities, and key vocabulary.</li> <li>Virtual Tours: For the Tudors, you could use online resources from places like Tudor House and Garden, which offer videos, quizzes, and activity packs. The National Archives also provides online workshops on Tudor history.</li> <li>Storyteller or Re-enactor: Bring in a storyteller who can share myths, legends, and daily life stories from either the Maya or Tudor period. A re-enactor dressed in period clothing can provide a vivid, memorable experience for the children.</li> </ul>					
Year 6		<p><b>British History 6: What was the impact of WW2 on the people of Britain?</b></p>		<p><b>What impact did WW2 have on the people and town of Darwen?</b></p>	<p><b>Unheard histories: Who should go on the £10 banknote?</b></p>	

Cultural Capital	<ul style="list-style-type: none"><li>• Local History Visit: Given the curriculum's focus on Darwen, a visit to local sites connected to WWII, such as monuments or a local archive, would be highly relevant. You could also try to arrange a visit from a local historian or a community member who remembers the war in Darwen.</li><li>• Museum Visits: For a broader perspective on WWII, a visit to a museum would be a great option. If an in-person visit is not possible, The National WWII Museum offers extensive online resources, including lesson plans and archival footage on topics like the Home Front.</li><li>• Parliamentary Resources: The UK Parliament website provides video and resource packs for primary schools that teach about the laws passed during WWII, such as food rationing and the evacuation of children.</li></ul>					