

Curriculum Plan

History

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



EYFS Statutory Educational Programme	Statutory National Curriculum	
EYFS	Key Stage One	Key Stage Two
<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>Past and Present ELG</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • 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 Confessor • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations • Ancient Greece • A non-European society that provides contrasts with British history

History Coverage in Each Class		
CLASS 1 (Reception, Year 1, Year 2) across 3 years	CLASS 2 (Year 3, 4 and 46) across 3 years	CLASS 3 (Year 6) across 1 year
EYFS <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling KS1 <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight or events commemorated through festivals or anniversaries] • Significant historical events, people and places in their own locality • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	KS2 <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [Medieval London: The Great Fire of London and The Great Plague] • The Roman Empire and its impact on Britain • Britain's settlement by Anglo Saxons and Scots • The achievements of the earliest civilizations [Ancient Egypt] • Changes in Britain from the Stone Age to the Iron Age • Ancient Greece • A local history study [the history of Norwich and Kett's Rebellion] • A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066, such as the first railways [Victorians] • A non-European society that provides contrasts with British history [Aztecs] 	KS2 <ul style="list-style-type: none"> • A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066, such as the Battle of Britain [WWII]. • The achievements of the earliest civilizations [the Shang Dynasty of Ancient China and Ancient Sumer] • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A study of a theme in British history that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history, [such as crime and punishment from the Anglo-Saxons to the present]

CLASS 2 (Reception, Year 1 and 2)
3 year rolling plan

Year A 2025-2026	<p><u>Local Hero: Edith Cavell</u></p> <ul style="list-style-type: none"> EYFS: Talk about the lives of the people around them and their roles in society [e.g. nurses, doctors and soldiers] KS1: Significant historical events, people and places in their own locality <p><u>Remembrance Day</u> 11th November:</p> <ul style="list-style-type: none"> KS1: Events beyond living memory that are significant nationally or globally [events commemorated through anniversaries - WWI] 	<p><u>Influential Black Musicians</u></p> <ul style="list-style-type: none"> EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling KS1: Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p><u>Farming Past and Present</u></p> <ul style="list-style-type: none"> EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class KS1: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Year B 2023 - 2024	<p><u>Incredible Inventors</u></p> <ul style="list-style-type: none"> EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling KS1: Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p><u>Toys Past and Present</u></p> <ul style="list-style-type: none"> EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class KS1: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p><u>Local Hero: Henry Blogg</u></p> <ul style="list-style-type: none"> EYFS: Talk about the lives of the people around them and their roles in society [e.g. RNLI, police, firefighters and paramedics] KS1: Significant historical events, people and places in their own locality
Year C 2024 - 2025	<p><u>Moon Landings</u></p> <ul style="list-style-type: none"> EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling KS1: Lives of significant individuals in the past who have contributed to national and international achievements. <p><u>Bonfire Night</u> 5th November:</p> <ul style="list-style-type: none"> KS1: Events beyond living memory that are significant nationally or globally [events commemorated through festivals – The Gunpowder Plot] 	<p><u>Epic Explorers</u></p> <ul style="list-style-type: none"> EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling KS1: Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p><u>Holidays Past and Present</u></p> <ul style="list-style-type: none"> EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class EYFS: Talk about the lives of the people around them and their roles in society [e.g. bus drivers, life guards and shop assistants] KS1: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

CLASS 2 (Year 3, 4 and 5) 3 year rolling plan			
Year A 2025- 2026	<u>Medieval London</u> The Great Fire of London and The Great Plague KS2: An aspect in British history that extends pupils' chronological knowledge beyond 1066 .	<u>The Roman Empire</u> KS2: The Roman Empire and its impact on Britain <ul style="list-style-type: none"> • The Roman Empire and the power of its army • Julius Caesar's attempted invasion • Invasion by Claudius (Hadrian's Wall) • British resistance by Boudica • 'Romanisation' of Britain (e.g. sites such as Caerwent) and the impact of technology, culture and beliefs, including early Christianity 	<u>Ancient Greece</u> KS2: Study Ancient Greek life and achievements and their influence on the western world, including the legacy of Greek culture on later periods in British history.
Year B 2023 - 2024	<u>Ancient Egypt</u> KS2: Study the achievements of the earliest civilizations, such as the Ancient Egyptians.	<u>Aztecs</u> KS2: Study a non-European society that provides contrasts with British history.	<u>The Victorians</u> [the first railways and Industrial Revolution] KS2: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, such as a significant turning point in British history, for example, the first railways.
Year C 2024 - 2025	<u>Stone Age to the Iron Age</u> KS2: Study the changes in Britain from the Stone Age to the Iron Age. <ul style="list-style-type: none"> • Neolithic hunter-gatherers and early farmers (Skara Brae) • Bronze Age religion, technology and travel (Stonehenge) • Iron Age hill forts, tribal kingdoms, farming, art and culture 	<u>The Anglo-Saxons and Scots</u> KS2: Britain's settlement by the Anglo-Saxons and Scots <ul style="list-style-type: none"> • The fall of the western Roman Empire • Scots invasions from Ireland to north Britain • Anglo-Saxon invasions, settlements and kingdoms (place names and village life) • Anglo-Saxon art and culture • Christian conversion – Canterbury / Lindisfarne 	<u>History of Norwich</u> A timeline of Norwich: Saxon settlers, Norman motte and bailey castle, Victorian trains and trade, and the Blitz [including Kett's Rebellion and Stranger's Hall] KS2: A local history study: Study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

CLASS 3 (Year 6)			
1 year plan			
Year B 2023 - 2024	<u>WWII</u>	<u>Ancient Asia</u>	<u>Vikings and Anglo-Saxons</u>
	<p>KS2: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, such as a significant turning point in British history [Battle of Britain].</p>	<p>[The Shang Dynasty of Ancient China and Ancient Sumer, including an overview of ancient civilisations]</p> <p>KS2: Study the achievements of the earliest civilizations, such as the Shang Dynasty of Ancient China, including an overview of where and when the first civilizations appeared.</p>	<p>[including crime and punishment through time]</p> <p>KS2: Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> • Viking raids, invasions and Danegeld • Resistance by Alfred the Great, first king of England • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>KS2: A study of a theme in British history that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p>