

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
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. Past and Present ELG • 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	• 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.	• 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) across 1 year	Class 2 (Year 2 & 3) across 2 years	Class 3 (Year 4, 5 & 6) across 3 years
EYFS • 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 • 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] • 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	KS1 • Significant historical events, people and places in their own locality [Henry Blogg and WW1 & Remembrance] • Events beyond living memory that are significant nationally or globally [The Great Fire of London and The Great Plague] KS2 • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [The Great Fire of London, The Great Plague] • The Roman Empire and its impact on Britain • Britain's settlement by Anglo Saxons and Scots	KS2 • Changes in Britain from the Stone Age to the Iron Age • The achievements of the earliest civilizations [Ancient Egypt] [The Shang Dynasty] • A non-European society that provides contrasts with British history [The Mayan Civilisation] • Ancient Greece • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study [Norwich] • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [The first railways in Victorian England] [The Battle of Britain in WWII]

CLASS 2 (Reception, Year 1 and 2)

3 year rolling plan

Year A	<u>Gunpowder Plot</u> EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling KS1: Events beyond living memory that are significant nationally or globally [events commemorated through festivals – The Gunpowder Plot] [Bonfire Night: 5th November]	<u>Toys Past and Present</u> 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	<u>Epic Explorers</u> EYFS: Talk about the lives of the people around them and their roles in society [e.g. pilots, sailors, soldiers, bus drivers...] 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 Local hero: Admiral Nelson KS1: Significant historical events, people and places in their own locality
Year B	<u>Moon Landings</u> 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. [Neil Armstrong]	<u>Transport Past and Present</u> 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	<u>Nurturing Nurses</u> EYFS: Talk about the lives of the people around them and their roles in society [e.g. emergency services: nurses, doctors, police, firefighters, paramedics, lifeguards...] 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 Local hero: Edith Cavell KS1: Significant historical events, people and places in their own locality

CLASS 2 (Year 2 and 3) 2 year rolling plan			
Year A	<u>Henry Blogg</u> KS1: A significant historical event, person and place in their own locality KS2: A local history study: study an aspect of history or a site dating from a period beyond 1066 that is significant in their locality [RNLI Henry Blogg Museum Cromer]	<u>The Great Fire of London</u> KS1: An event beyond living memory that is significant nationally or globally KS2: An aspect of British history that extends pupils' chronological knowledge beyond 1066	<u>The Roman Empire</u> KS2: The Roman Empire and its impact on Britain • 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
Year B	<u>WW1 and Remembrance</u> KS1: Events beyond living memory that are significant nationally or globally [events commemorated through anniversaries - WWI] [Remembrance Day: 11 th November] KS2: A local history study: study an aspect of history or a site dating from a period beyond 1066 that is significant in their locality [Hainford war memorial]	<u>The Great Plague</u> KS1: An event beyond living memory that is significant nationally or globally KS2: An aspect of British history that extends pupils' chronological knowledge beyond 1066	<u>Anglo-Saxons and Scots</u> KS2: Britain's settlement by the Anglo-Saxons and Scots • 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

CLASS 3 (Year 4, 5 and 6) 3 year rolling plan			
Year A	<u>WWII</u> [The Battle of Britain] 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). [The Blitz in Norwich] KS2: A local history study: linked to one of the British aspects of history	<u>The Maya Civilisation</u> KS2: Study a non-European society that provides contrasts with British history, such as the Maya Civilisation.	<u>The Shang Dynasty</u> 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.
Year B	<u>Vikings and Anglo-Saxons</u> KS2: Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • 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 [Crime and Punishment] KS2: Study a theme in British history that extends pupils' chronological knowledge beyond 1066, such as changes in social history (crime and punishment from Anglo-Saxons to the present).	<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.	<u>Ancient Egypt</u> KS2: Study the achievements of the earliest civilizations, such as the Ancient Egyptians, including an overview of where and when the first civilizations appeared.
Year C	<u>History of Norwich</u> [Saxon settlers, Norman motte and bailey castle, Kett's rebellion, Victorian trains and trade, and the Blitz] KS2: A local history study: a study over time tracing how several aspects of national history are reflected in their locality	<u>The Victorians</u> 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 [the first railways].	<u>Stone Age to the Iron Age</u> KS2: Study the changes in Britain from the Stone Age to the Iron Age. • 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