

History Curriculum



Cooperative
Education East

Aims of History at the Cooperative Education East Trust

Please refer to our Curriculum and Rationale document which can be found on our schools' websites.

<https://banham.cce.coop/>, <https://bunwell.cce.coop/>, <https://thompson.cce.coop/>

History at the Cooperative Education East Trust aims to allow our children to explore the past, understanding what has happened before in order to equip them fully for their future. We look at our local history by exploring our local area and thinking about the impact of local historical figures and events on the Norfolk that we know today.

We look at history in a wider context, both nationally and globally. Our children are encouraged to explore our history through the eyes of inventors, authors, politicians, scientists and artists, recognising that these people were like them. These real-life role models from history allow our children's dreams and ambitions to grow through their inspiring stories and achievements.

We explore different time periods and the key figures from each through engaging lessons that allow our children to explore the past of our country and the world. Children can see the importance of these events and how they have shaped the world we live in today.

Obtaining historical knowledge is just as important as historical skills. Through questioning, children will compare, contrast, discuss change over time, understand the significance of certain people and events and question why things have happened and the consequences of these events. The skills obtained through our curriculum are not only applicable to history, but become life skills building resilience when searching for an answer in a text; reflective practice when thinking about why events have happened and questioning skills that will prepare them for their futures.

At the Cooperative Education East Trust, we follow the National Curriculum for History which can be found here:

https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf

We have taken the National Curriculum attainment targets for History and grouped them into learning lenses in order to align them with our **C.A.R.E.** vision. As a Trust we ensure we **C.A.R.E.** and that our children will be **Confident, Able to meet future challenges, Responsible members of the community and Effective Learners.**

The 5 learning lenses in History that we use are:

- Chronology – When something happened. What do we understand about time and chronology?
- Significance and Consequence – Why was it important and what happened as a result?
- Sources and Evidence – How do we know about it? What records/ items can we refer to?
- Agriculture and Industry – How were people's lives affected?
- Society and Equality – How were people's lives affected? Was it a change that affected everyone?

History Curriculum Map

Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	My past, present and future Families - parents, grandparents and beyond.	Life now compared to when Jesus was born. Guy Fawkes Remembrance Day Festivals and Celebrations (Diwali, Hanukkah, Christmas & advent)	Name the King of England and talk about past Monarchs. Scott of Antarctic and or Robert Peary for Arctic exploration.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. (Police, Fire, Nurse, Life/Coast Guard - now and in the past.)	Comment on images of familiar places in the past. Look at some simple old farming methods compared to today. Who is St George and why do we remember him?	Compare and contrast characters from stories, including figures from the past.
<u>Year 1/2</u>	How have people like Rosa Parks and Edith Cavell helped to make the world a better place? (Significant people)	N/A	Why did London burn? (The Great Fire of London)	N/A	Food and Farming (Including local history links)	N/A
<u>Year 3/4</u>	Who first lived in Britain? (Stone Age to Iron Age)	N/A	Why did Henry VIII marry six times? (Tudors)	N/A	The Windrush Generation (Civil rights and migration)	N/A
<u>Year 5/6</u>	N/A	What is the Mayan legacy? (Mayans)	N/A	Were the Vikings really vicious? (Anglo Saxons and Vikings)	N/A	What did the Victorians do for us? (Victorians)

Cycle B

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	My past, present and future Families - parents, grandparents and beyond.	Life now compared to when Jesus was born. Guy Fawkes Remembrance Day Festivals and Celebrations (Diwali, Hanukkah, Christmas & advent)	Name the King of England and talk about past Monarchs. Scott of Antarctic and or Robert Peary for Arctic exploration.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. (Police, Fire, Nurse, Life/Coast Guard - now and in the past.)	Comment on images of familiar places in the past. Look at some simple old farming methods compared to today. Who is St George and why do we remember him?	Compare and contrast characters from stories, including figures from the past.
<u>Year 1/2</u>	N/A	Why do we explore? (Explorers – Christopher Columbus and Neil Armstrong)	N/A	Why were women not allowed to vote? (Women’s rights and changing role through time)	N/A	Why do we like to be beside the seaside? (History of the seaside)
<u>Year 3/4</u>	Why were the Romans so powerful? (Romans)	N/A	How can we recreate the wonder of Ancient Egypt? (Ancient Egyptians)	N/A	How has Norwich changed over time? (Local history study)	N/A
<u>Year 5/6</u>	N/A	What was the impact of World War 2 on people in the UK and Germany? (WW2)	N/A	Where did the Anglo Saxons live? (Anglo Saxons and Scots)	N/A	Why were the Ancient Greeks ruled by their Gods? (Ancient Greece)

Early Years Curriculum

In the EYFS, children will be introduced to history through exploring the world around them. We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas.

The most relevant statements for history are taken from the following areas of learning:

- Literacy
- Understanding the World

<u>Early Years Curriculum</u>	<u>When is it taught?</u>
Comment on images of familiar situations in the past.	Summer 1 Spring 2
Compare and contrast characters from stories, including figures from the past.	Spring 1 & 2 Summer 2
Talk about the lives of people around them and their role in society (ELG).	Autumn 1 Spring 1 & 2 Summer 1
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG).	Autumn 1 Spring 1 & 2 Summer 1 & 2
Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).	Spring 1 Summer 1 & 2

Key Stage 1

Pupils should begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

<u>National Curriculum</u>	<u>Learning lenses</u>	<u>When is it taught?</u>	<u>Links with EYFS & KS2</u>
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Chronology Agriculture Equality Society Sources	Cycle A Term 5 – Food and Farming Cycle A Term 1 - Significant people (Emily Davison and Rosa Parks) Cycle B Term 4 – Why were women not allowed to vote? Cycle B Term 6 – The history of the seaside	EYFS Autumn 1, Spring 2 , Summer 1 & 2 Year 3/4 Cycle A Term 5 The Windrush Generation Year 3/4 Cycle B Term 5 Norwich over time Year 5/6 Cycle A Term 5 Victorians Year 5/6 Cycle B WW2
Events beyond living memory that are significant nationally or globally	Chronology Significance Sources	Cycle A Term 3 - The Great Fire of London Cycle A Term 1 - Significant People (Emily Davison and Rosa Parks)	EYFS Spring 1 Year 3/4 Cycle A Term 1 Stone Age Year 3/4 Cycle B Term 1 Romans Year 3/4 Cycle B Term 3 Egypt Year 5/6 Cycle A Term 1 Mayans Year 5/6 Cycle A Term 3 Anglo Saxons Year 5/6 Cycle B Term 3 Anglo Saxons and Scots Year 5/6 Cycle B Term 5 Ancient Greeks
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	Chronology Significance Equality Sources	Cycle A Term 1 - Significant people (Emily Davison and Rosa Parks) Cycle B Term 2 - Explorers (Neil Armstrong and Christopher Columbus) Cycle B Term 4 – Why were women not allowed to vote?	EYFS Spring 1 Year 3/4 Cycle A Term 3 Henry VIII Year 3/4 Cycle A Term 5 The Windrush Generation Year 5/6 Cycle A Term 5 Victorians
Significant historical events, people and places in their own locality.	Chronology Agriculture Society Sources	Cycle A Term 5 - Food and Farming unit Cycle B Term 6 – The history of the seaside	EYFS Summer 1, Spring 1 & 2, Summer 1 Year 3/4 Cycle B Term 5 Norwich over time Year 5/6 Cycle A Term 5 Victorians Year 5/6 Cycle B WW2

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

<u>National Curriculum</u>	<u>Learning lenses</u>	<u>When is it taught?</u>	<u>Links with EYFS and KS1</u>
Changes in Britain from the Stone Age to the Iron Age.	Chronology Significance Sources Society	Year 3/4 Cycle A Term 1	Cycle A Term 3 - The Great Fire of London Cycle A Term 1 - Significant People (Emily Davison and Rosa Parks)
The Roman Empire and its impact on Britain.	Chronology Significance Sources Society	Year 3/4 Cycle B Term 1	Cycle A Term 3 - The Great Fire of London Cycle A Term 1 - Significant People (Emily Davison and Rosa Parks)
Britain's settlement by Anglo-Saxons and Scots.	Chronology Significance Sources Society	Year 5/6 Cycle A Term 3 – Anglo Saxons and Vikings Year 5/6 Cycle B Term 3 – Anglo Saxons and Scots	Cycle A Term 3 - The Great Fire of London Cycle A Term 1 - Significant People (Emily Davison and Rosa Parks)
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Chronology Significance Sources Society		
A local history study.	Chronology Significance Sources Agriculture and Industry Society	Year 3/4 Cycle B Term 5 – How has Norwich changed over time?	EYFS Autumn 1, Spring 2, Summer 1 Cycle A Term 5 - Food and Farming unit Cycle B Term 6 – The history of the seaside
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Chronology Significance Sources Society and Equality	Year 3/4 Cycle A Term 5 - The Windrush Generation Year 3/4 Cycle B Term 1 - The Romans Year 5/6 Cycle B Term 5 - The Ancient Greeks Year 5/6 Cycle B Term 1 - WW2 Year 5/6 Cycle A Term 5 - The Victorians Year 3/4 Cycle B Term 3 – Ancient Egypt	Cycle A Term 3 - The Great Fire of London Cycle A Term 1 - Significant People (Emily Davison and Rosa Parks) Cycle B Term 2 - Explorers (Neil Armstrong and Christopher Columbus)
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Chronology Significance Sources Society	Year 3/4 Cycle B Term 3 - Ancient Egypt	Cycle A Term 3 - The Great Fire of London Cycle A Term 1 - Significant People (Emily Davison and Rosa Parks)
Ancient Greece – a study	Chronology	Year 5/6 Cycle B Term 6	Cycle A Term 1 - Significant

<p>of Greek life and achievements and their influence on the western world.</p>	<p>Significance Sources Society</p>		<p>people (Emily Davison and Rosa Parks) Cycle B Term 2 - Explorers (Neil Armstrong and Christopher Columbus) Cycle A Term 5 - Food and Farming unit</p>
<p>A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Chronology Significance Sources Society</p>	<p>Year 5/6 Cycle A Term 2 - Ancient Mayan Civilization</p>	<p>Cycle A Term 1 - Significant people (Emily Davison and Rosa Parks) Cycle B Term 2 - Explorers (Neil Armstrong and Christopher Columbus) Cycle A Term 5 - Food and Farming unit</p>

