

HISTORY CURRICULUM OVERVIEW



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| VISION | Through engaging inquiry and knowledge development, we aim to develop historically informed and critical thinkers who understand their place in the world by exploring human experiences across time and cultures. |
| INTENT | <p>To inspire curiosity through an engaging curriculum that focuses on significant events, notable individuals, chronology, and key historical terms, while integrating themes of Community & Culture, Conflict & Disaster, Exploration & Invention, and Hierarchy & Power.</p> <ul style="list-style-type: none"> ● Enrich Cultural Understanding: Expose students to diverse historical narratives, including local history. ● Develop Historical Knowledge and Skills: Equip pupils with knowledge of local and British history while fostering critical skills through key themes. ● Encourage Historical Enquiry: Motivate students to ask questions and connect past events to contemporary issues. ● Chronology: Develop a sense of historical context and allows them to see how events and changes over time are connected. |
| IMPLEMENTATION | <p>We teach the National Curriculum, following the Historical Association schemes of work, supported by a clear skills and knowledge progression, ensuring that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Big ideas have been identified and are mapped across the curriculum to show progression. Throughout each unit, we follow the structure of the learning sandwich, starting with key questions and ending with an end of unit communication assessment. Existing knowledge is reviewed and shared at the start of each new topic and vocabulary with visual representations is displayed and discussed. We employ various strategies to effectively implement our History curriculum:</p> <ul style="list-style-type: none"> ● Curriculum Design: Our sequence promotes building knowledge on significant local and British events through carefully designed units. ● Rich Learning Experiences: We use project-based learning and immersive activities to create engaging lessons on major historical scenarios. ● Adaptations: We adapt activities through scaffolds and challenges, ensuring accessibility to all pupils. ● Assessment for Learning: Formative assessments provide regular feedback, clarifying comprehension of historical concepts. ● Professional Development: Staff receive ongoing training in History pedagogy to deliver high-quality lessons. |
| IMPACT | <p>The impact of our History curriculum is evident in various ways:</p> <ul style="list-style-type: none"> ● Knowledge and Understanding: Pupils demonstrate strong grasp of historical facts, events, and terminology. ● Engagement and Enthusiasm: High levels of engagement are observed, celebrating curiosity and interest in History. ● Critical Thinking Skills: Pupils exhibit developed analytical skills through discussions on conflict and power dynamics. ● Long-term Retention: Tracking student progress shows knowledge retention across the curriculum. ● Skill Application: Pupils actively apply their understanding to real-life contexts, particularly in discussions about current events. |





Learning Sandwich

| ENQUIRY | | | |
|---|--|--|--|
| SUBSTANTIVE KNOWLEDGE | DISCIPLINARY KNOWLEDGE | KEY AREAS | BIG IDEAS |
| <p>Events Chronology Historical Terms</p> | <p>Similarity & Difference Cause & Consequence Continuity & Change Significance Historical Enquiry</p> | <p>Local History British History Ancient History Significant Events Significant People</p> | <p>Community & Culture Conflict & Disaster Exploration & Invention Hierarchy & Power</p> |
| COMMUNICATION | | | |

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Big Ideas

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|---|--|
| <p>Community & Culture</p>  <p>Community & Culture</p> | <p>Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports. At Wildmoor Heath, children start by learning about the history of their life and their local community and then broaden that out to the history/timeline of their parents and grandparents. In Year 3, children learn more about the history of their local village community. In Year 4, ancient civilizations are compared, before studying the Ancient Egyptian culture in more depth. Year 5 study the Ancient Greek civilisation and Year 6 compare other civilisations to the Ancient Maya civilisation.</p> |
| <p>Conflict & Disaster</p>  <p>Conflict & Disaster</p> | <p>Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague. At Wildmoor Heath, children start learning about conflict and disaster in Year 2, learning about the Great Fire of London. Year 3 study the Celts and the invasion of Julius Caesar, followed by more in depth learning of the Romans in Year 4, the Anglo-Saxons/Vikings in Year 5 and World War 2 in Year 6.</p> |
| <p>Exploration & Invention</p>  <p>Exploration & Invention</p> | <p>Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time. At Wildmoor Heath, children begin to learn about exploration in Year 2, with Grace O'Malley and her travels. Year 3 learn about inventions during the Bronze and Iron Age. In Year 5, children study push/pull factors for the migration of the Angles, Saxons and Jutes. Towards the end of Year 6, children learn about the exploration and discoveries of Charles Darwin.</p> |
| <p>Hierarchy & Power</p>  <p>Hierarchy & Power</p> | <p>Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study. At Wildmoor Heath, children begin to learn about hierarchy and power in Year 2, learning about Grace O'Mally meeting Queen Elizabeth I. Learning about the expansion of the Roman Empire begins in Year 3 and develops further in Year 4. Year 5 study the dominance of the Anglo-Saxons and Vikings, fighting for the kingdom of England and the development of democracy in Ancient Greece. Year 6 study the hierarchy of the Ancient Maya civilisation.</p> |



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Long Term Plan

| Year | Autumn | Spring | Summer |
|-----------|--|--|---|
| Reception | What makes me Special? How do we celebrate? | What's the weather like today? How can we take care of our planet? | What can we find living in the garden? How have I changed since I was a baby? |
| YEAR 1 | Local History: Schools now : What is school like now? | Local History: Schools in the past : What was school like for your parents and grandparents? | Local History: My School : What are the major events that have happened in our school's history? |
| YEAR 2 | British History: The Great Fire of London : What was the impact of the Great Fire of London? | Local History: Our High Street : How has Crowthorne High Street changed? | Significant Person: Grace O'Malley, Elizabeth I & Pirates : Should we call Grace O'Malley a pirate? |
| YEAR 3 | Local History: Crowthorne & Transport : How did transport change Crowthorne? | British History: Chronology Stone Age : What changed in Britain from the Stone Age to the Iron Age? | British History: Chronology Bronze Age, Iron Age & Celts : If you were Julius Caesar, would you have invaded Britain? |
| YEAR 4 | British History: Chronology Roman Britain : Why did the Romans invade and what was their legacy? | Ancient History: Chronology Comparing Ancient Civilisations (Egypt, Sumer, Indus Valley, Shang): What do all the ancient civilisations have in common? | Ancient History: Chronology Ancient Egypt : How do we know so much about the Ancient Egyptians? |
| YEAR 5 | British History: Chronology Anglo Saxons : What were the causes and consequences of the struggle for the kingdom of England? | British History: Chronology Vikings : What were the causes and consequences of the struggle for the kingdom of England? | Ancient History: Chronology Ancient Greece : What was their legacy? |
| YEAR 6 | Significant Events: Chronology The Blitz & World War 2 : Why was the Battle of Britain a key turning point in history? | Ancient History: Chronology Ancient Maya : What was their legacy? | Significant Person: Chronology Charles Darwin : What was his legacy? (alternative: Migration) |



HISTORY CURRICULUM OVERVIEW

Progression Objectives





| PHASE | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------|--|--|---|---|--|--|---|
| SUBSTANTIVE KNOWLEDGE | | | | | | | |
| Chronology | Using language relating to time Organise events using basic chronology, recognising things happened before they were born | Use words and phrases like: before, after, past, present, then, now Sequence events from within their lifetime on a timeline | Order events on a timeline from beyond my lifetime Sequence events that occurred during a historical period | Have some understanding of the difference between BC, AD, BCE and CE Begin to place dates and event on a timeline for a historical period | Understand the difference between BC, AD, BCE and CE Place dates and event on a timeline for a historical period | Place key events from a period of history on a timeline in relation to one other period of history Use more accurate dates when describing and sequencing events | Understand the chronology of key events in periods being studied and how this time relates to other key periods in history Summarise and evaluate events on a timeline in relation to key concepts or themes (e.g. invaders, war, industry and technology) |
| Events | Talk about members of their immediate family and community Comment on images of familiar situations in the past | 1863: The founding of the local school. 1870 Education Act: The introduction of the first schools for all children in Britain. 1969–2024: Key milestones in the school's history, including the 1969 classroom expansion, the 2002 library, the 2009 name change, and the 2024 opening of Wildwood. Living Memory: Comparative milestones such as the transition from blackboards and chalk to modern digital technology in the classroom. | 1593: The historic meeting between the "Pirate Queen" Grace O'Malley and Queen Elizabeth I at Greenwich Palace. Sept 2–6, 1666: The start and spread of the Great Fire of London from Thomas Farriner's bakery on Pudding Lane. 1667: The passing of the Rebuilding Act and the impact of the fire on city planning. 1859 & 1863: The founding of Wellington College and Broadmoor Hospital, which served as catalysts for the growth of Crowthorne High Street. | c. 4000 BC: The start of the Neolithic period and the transition from hunter-gathering to farming in Britain. c. 2500 BC: The arrival of the Beaker people and the introduction of bronze metalworking. c. 800 BC: The beginning of the Iron Age and the construction of major hillforts. 55 & 54 BC: Julius Caesar's two attempted (and failed) invasions of Britain. 1859: The opening of the Crowthorne Railway Station (originally Wellington College Station), transforming local transport. | c. 4500 BC – 1600 BC: The rise of early civilizations, including Sumer (c. 4500 BC), the Indus Valley (c. 2600 BC), and the Shang Dynasty (c. 1600 BC). c. 3100 BC: The unification of Upper and Lower Egypt under King Menes (Narmer). AD 43: The successful Roman invasion and conquest of Britain under Emperor Claudius. AD 60–61: Boudicca's Rebellion and the burning of Colchester, London, and St Albans. | 776 BC: The date of the first recorded Olympic Games in Ancient Greece. 490 BC – 323 BC: The Golden Age of Greece and the conquests of Alexander the Great. AD 410: The Roman withdrawal from Britain, leaving the country vulnerable to invasion. AD 793: The Viking raid on the monastery at Lindisfarne, marking the start of the Viking Age in England. AD 878: The Battle of Edington and the establishment of the Danelaw by Alfred the Great. | c. 250–900 AD: The "Classic Period" of the Maya civilization, including the peak of city-building and scientific achievement. 1859: The publication of Charles Darwin's On the Origin of Species. 1939–1945: The outbreak of World War II (Sept 1, 1939), the Battle of Britain as a turning point (1940), and VE Day (1945). |
| Historical Terms | | Past, present, memory, local, community, change, old, new. | Pirate, stereotype, significance, historical enquiry, timeline, beyond living memory, sources, eye-witness, baker. | Hunter-gatherer, Paleolithic, Mesolithic, Neolithic, Bronze Age, Iron Age, settlement, agriculture, archaeological evidence, hill fort, tribe. | Empire, invasion, occupation, legacy, Pharaoh, dynasty, mummification, hieroglyphics, social hierarchy, primary source. | Raiders, settlers, Danelaw, Kingdom of England, city-state (polis), democracy, Olympics, philosophy, legacy, mythology. | The Blitz, Home Front, evacuation, rationing, Axis, Allies, civilization, evolution, natural selection. |

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| PHASE | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|---|---|--|--|
| DISCIPLINARY KNOWLEDGE | | | | | | | |
| <p>Similarity & Difference</p> | <p>Know about similarities and differences between themselves and others Compare and contrast characters from stories including figures and objects from the past</p> | <p>Describe changes within living memory Spot old and new things in pictures</p> | <p>Describe changes beyond living memory Compare and contrast changes from a period of time, focusing on one or more of the Big Ideas</p> | <p>Begin to describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity Begin to describe similarities and differences between a period of history and now in relation to one or more of the Big Ideas</p> | <p>Describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity Describe similarities and differences between a period of history and now in relation to one or more of the Big Ideas</p> | <p>Begin to explain the differences in the lives of people from different social classes, culture, religions or race Begin to undertake research in order to find similarities and differences between two or more periods of history and draw own conclusions in relation to one or more of the Big Ideas</p> | <p>Explain the differences in the lives of people from different social classes, culture, religions or race Undertake research in order to find similarities and differences between two or more periods of history and draw own conclusions in relation to one or more of the Big Ideas</p> |
| <p>Cause & Consequence</p> | <p>Question why things happen and give explanations.</p> | <p>Begin to explain why a historical event happened and what happened as a result. Begin to explain why an important person from history acted the way they did and what the impact of this was</p> | <p>Explain why a historical event happened and what happened as a result. Explain why an important person from history acted the way they did and what the impact of this was</p> | <p>Begin to identify and give reasons for historical events and explain the impact Begin to explain how a historical event impacted on at least one of the Big Ideas</p> | <p>Identify and give reasons for historical events and explain the impact Explain how a historical event impacted on at least one of the Big Ideas</p> | <p>Begin to understand the impact of historical events on later periods of time Begin to evaluate how a historical event impacted on one or more of the Big Ideas</p> | <p>Understand the impact of historical events on later periods of time Evaluate how a historical event impacted on one or more of the Big Ideas</p> |
| <p>Continuity & Change</p> | <p>Observe and describe things that have changed and stayed the same during their life</p> | <p>Begin to explain what an object from the past might have been used for. Begin to identify things that have changed or stayed the same during their lifetime and from times before living memory Begin to describe changes over time in relation to at least one of the Big Ideas.</p> | <p>Explain what an object from the past might have been used for. Identify things that have changed or stayed the same during their lifetime and from times before living memory Describe changes over time in relation to at least one of the Big Ideas.</p> | <p>Begin to explain the links between significant events Begin to explain what changed and stayed the same in relation to at least one of the Big Ideas</p> | <p>Explain the links between significant events Explain what changed and stayed the same in relation to at least one of the Big Ideas</p> | <p>Begin to summarise the main events from a period of history, explaining the order of events and making connections between them. Begin to justify how or why things changed or did not change over time in relation to one of the Big Ideas</p> | <p>Summarise the main events from a period of history, explaining the order of events and making connections between them. Justify how or why things changed or did not change over time in relation to one of the Big Ideas</p> |
| <p>Significance</p> | <p>Recognise and describe special times or event for them, their friends or family</p> | <p>Begin to explain how historical events and people changed things</p> | <p>Explain how historical events and people changed things</p> | <p>Begin to identify historically significant people and events and their impact</p> | <p>Identify historically significant people and events and their impact</p> | <p>Have some awareness of pivotal events and people in modern British history</p> | <p>Being aware of pivotal events and people in modern British history</p> |

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Assessment

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|---|--|--|
| Community & Culture  | Schools then and now pt1: <i>What was school like for your parents and grandparents?</i> Schools then and now pt2: <i>Would you prefer to be at school now or in the past?</i> My School: <i>What are the major events that have happened in our school's history?</i> | Crowthorne High Street: <i>How has the High Street changed?</i> | Crowthorne & Transport: <i>How did transport improve the locality?</i> | Contrasting Ancient Civilisations: <i>What do all the ancient civilisations have in common?</i> Ancient Egyptians: <i>How do we know so much about them?</i> | Ancient Greece: <i>What was their legacy?</i> Vikings: <i>Was the 'Viking Age' a time of raiders or settlers?</i> | Maya Civilisation: <i>How does the Maya civilization compare to other ancient civilizations we have studied?</i> |
| Conflict & Disaster  | | Great Fire of London: <i>How did the fire start and spread? What was the impact?</i> | Celts: <i>If you were Julius Caesar, would you have invaded Britain in 55BC?</i> | Roman Empire: <i>Why did the Romans invade and what was their legacy?</i> | Vikings: <i>Was the 'Viking Age' a time of raiders or settlers?</i> | World War 2: <i>Why was the Battle of Britain a key turning point in history?</i> |
| Exploration & Invention  | | Grace O'Malley: <i>Should we call Grace O'Malley a pirate?</i> | Stone Age to Iron Age: <i>What changed in Britain from the Stone Age to the Iron Age?</i> | Roman Empire: <i>Why did the Romans invade and what was their legacy?</i> Ancient Egyptians: <i>How do we know so much about them?</i> | Ancient Greece: <i>What was their legacy?</i> | World War 2: <i>Why was the Battle of Britain a key turning point in history?</i> Charles Darwin: <i>What was his legacy?</i> |
| Hierarchy & Power  | | Grace O'Malley: <i>Should we call Grace O'Malley a pirate?</i> | Celts: <i>If you were Julius Caesar, would you have invaded Britain in 55BC?</i> | Roman Empire: <i>Why did the Romans invade and what was their legacy?</i> | Anglo-Saxons: <i>How did the Anglo-Saxons change the way Britain was ruled?</i> | Maya Civilisation: <i>How does the Maya civilization compare to other ancient civilizations we have studied?</i> |