Curriculum Intent

History

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| **Intent**  Seagrave children will gain a coherent knowledge and understanding of Britain’s past and that of the wider world. The curriculum map will inspire pupils’ curiosity to know more about the past. Children will be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. | | | | |
|  | **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Autumn 1** | Enjoys joining in with family customs and routines.  Shows interest in the lives of people who are familiar to them.  • Remembers and talks about significant events in their own experience.  • Recognises and describes special times or events for family or friends  Children talk about past and present events in their own lives and in the lives of family members | Changes within living memory.  significant historical events, people and places in their own locality | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Cycle A  Ancient Greece – a study of Greek life and achievements and their influence on the western world  Cycle B  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |
| **Implementation (first stage)**  **CYCLE A** | Own past   * Families * Birthdays * Growing | Awareness of past  Chronological understanding of periods | Vikings and Anglo Saxons | Significant historians - Greeks |
| **Implementation (first stage)**  **CYCLE B** | History of the zoos  Local zoo – Twycross | Geography topic | Monarchs  Henry VIII  Queen Victoria  Their reign dates and llives. |
| **Autumn 2** | Children talk about past and present events in their own lives and in the lives of family members. | 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 | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | Cycle A  The Roman Empire and its impact on Britain  Cycle B  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |
| **Implementation (first stage)**  **CYCLE A** | Great fire of London  Significant people   * Space   Nativity story  Remembrance | Significant people   * Explorers   Changes within memory  Remembrance | Vikings  Victorian Christmas  Significant people  Great Fire of London  Eddlestone | Roman Empire  Impact on Britain  Significant people |
| **Implementation (first stage)**  **CYCLE B** | Journeys  History of transport | Geography topic | World War II |
| **Spring 1** | Children talk about past and present events in their own lives and in the lives of family members. | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | Geography Topic |
| **Implementation (first stage)**  **CYCLE A** | Old and new toys | Changes within and beyond living memory | Significant people   * Transport | Geography Topic |
| **Implementation (first stage)**  **CYCLE B** | History of Kings and Queens   * Elizabeth I | Significant people   * Inventors | Geography Topic |
| **Spring 2** | Children talk about past and present events in their own lives and in the lives of family members. | Cycle B  Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | Changes in Britain from the Stone Age to the Iron Age | A non-European society that provides 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. |
| **Implementation (first stage)**  **CYCLE A** | Family trees  Dinosaurs | Geography topic | Stone age | Islamic civilization inc Bagdad |
| **Implementation (first stage)**  **CYCLE B** | The Great Fire of London | Iron age | Russia   * Dictators |
| **Summer 1** | Children talk about past and present events in their own lives and in the lives of family members | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, 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 | Geography Topic | 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 |
| **Implementation (first stage)**  **CYCLE A** | History within their experience   * Baby to old age | Significant People   * Florence Nightingale * Mary Secole | Geography Topic | Evolution   * Darwin |
| **Implementation (first stage)**  **CYCLE B** | Significant event  First flight | Geography topic | Indus Valley |
| **Summer 2** | Children talk about past and present events in their own lives and in the lives of family members. | 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 | A local history study  Examples (non-statutory)  a depth study linked to one of the British areas of study  A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | Ancient Greece – a study of Greek life and achievements and their influence on the western world |
| **Implementation (first stage)**  **CYCLE A** | History of seaside holidays  Victorians | Significant people   * Elizabeth I * Christopher Columbus | Tudors  -1066 Manor House | Manor House production  Ancient Greece |
| **Implementation (first stage)**  **CYCLE B** | Geography Based | Egyptians | Geography Based |
| Impact  Progress against the learning intentions will be mapped and monitored through teacher assessment into the statement section of Target Tracker.  The curriculum leader will monitor the effectiveness of the curriculum through pupil interviews and work scrutiny. | | | | |