



Curriculum Intent

Humanities: History



We are learning that we are all unique and different in many ways and these differences are to be celebrated.

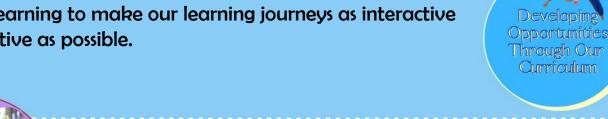
We are learning to think for ourselves and form our own opinions about the world in the past, present and in the future.





We are learning about the wider world and our place in it, how to make our planet and our local area equal, fair and sustainable.

We are learning to make our learning journeys as interactive and creative as possible.





We are learning to introduce new technological methods, ideas and products into our everyday learning experiences.







memory)

Humanities: History

| The History curriculum is arranged according to four strands | | | | |
|--|---------------------------------|--|--|--|
| History of these Islands | History of these Islands | | | |
| Historical Concepts and Enquiry | Historical Concepts and Enquiry | | | |
| Topics | | | | |
| Stone Age, Iron Age and early | Roman Empire | | | |
| civilizations | | | | |
| Anglo Saxons | The Vikings | | | |
| Local History | Themes in British History | | | |
| EYFS | | | | |

People and communities

Year 1 & 2 BH: The Maasai tribe The Greatest My Family History **Great Inventions: Explorers Transport** (Changes within living (Lives of significant memory) individuals in the past who (Events beyond living have contributed to memory that are significant national achievements) nationally or globally) **Overview Unit:** BH: Mary Seacole Holidays **Bonfire Night & the Our Local Heroess Great Fire of London** (Changes within

(Significant historical

events, people and places in their own locality)

goals

(An event beyond living

memory)





pupils' chronological

knowledge beyond 1066

| Year 3 & 4 | | | | | |
|------------|-------------------------------|--|---|--|--|
| | oabwe | The Stone Age | The Bronze Age & the Iron Age | Our Local Area | |
| Year 3 | BH: Great Zimbabwe | (Changes in Britain from the Stone Age to the Iron Age) | (Changes in Britain from the Stone Age to the Iron Age) | (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) | |
| | | | | Overview Unit: | |
| 4 | Africo | The Ancient Egyptians | Roman Britain | Crime and Punishment | |
| Year 4 | BH: South Africa | (The achievements of the earliest civilizations) | (The Roman Empire and its impact on Britain) | (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) | |
| Year 5 & 6 | | | | | |
| | ish d | The Anglo- Saxons | The Vikings | Journeys | |
| Year 5 | BH: The British Empire and | (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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) | |
| | | The Manager 211 - 11 | The Anglant Courts | Overview Unit: | |
| Year 6 | Black British History | The Maya Civilisation (A non-European society that provides contrasts with British history) | The Ancient Greeks (A study of Greek life and achievements and their influence on the western world) | The Impact of War: In the local a (A study of an aspect or theme in British history that extends | |

Following Christ we reach our