

Shipbourne School History Curriculum – using Cornerstones Curriculum Maestro

Purpose of Study

Our school vision is to ‘Nurture Lifelong Learners’: pupils who can learn from their mistakes and be curious to ask and learn more. History helps pupils to gain a coherent knowledge and understanding and therefore make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development. History should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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. It is vital that to be the best citizens, we learn from the past and use these lessons to shape our future.

Aims and Intent

In planning our History curriculum, we were aware that our children were lacking in knowledge about the world and did not have the key knowledge about significant events and dates in History. We therefore knew that our curriculum must ensure that our pupils leave us equipped with the necessary knowledge of the past to be successful in life. We want to ensure that our pupils are developing enquiry skills, ensuring they are not passive learners, who believed in everything they were told. We want to ensure they develop enquiry skills to ask effective questions about the past, and recognise how different events and sources lead to discoveries and opinions in History.

Our History Curriculum enables children to gain coherent knowledge and understanding of the past, including British and Local History, as well as Ancient Civilisations of the wider world. At the core of this learning is developing a chronological understanding of the key events in History and understanding the key concepts and vocabulary associated with them. Our History curriculum helps pupils to understand how we construct an understanding of the past, inspiring curiosity to know more and enabling pupils to ask effective questions and know how other people have found answers to them. We want our pupils to think critically through analysing evidence and sources, assessing their meaning and reliability, as well as making comparisons and considering different viewpoints.

Our curriculum for history aims to ensure that all pupils:

- have an interest in the past and develop an understanding that enables them to enjoy all that history has to offer
- understand society and their place within it, so that they develop a sense of their cultural heritage
- develop the skills of enquiry, investigation, analysis, evaluation and presentation
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have changed and shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand how the British system of democratic government has developed and in so doing, to contribute to a child’s citizenship education
- understand how Britain is part of a wider European culture, and to study some aspects of European history
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Programmes of Study and Implementation

All pupils access the History curriculum at Shipbourne School, starting with children in EYFS who learn about themselves, their families and the immediate world around them. Specific History lessons focus on key topics planned using Curriculum Maestro knowledge rich projects. Coverage is carefully considered and organised on a two/three year rolling programme ensuring a spiral curriculum through which knowledge, skills, vocabulary and conceptual understanding is layered and built upon as the children progress through our school. In delivering each unit, teachers use the progression statements available to ensure that there is age-related learning and progression. Each lesson begins with a key question and historical skills and knowledge are revisited each lesson based on prior learning, using Knowledge Organisers and key vocabulary visuals.

Our curriculum begins in the Early Years where our children will:

- 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.

This will be achieved through:

- Discussions with adults and peers;
- Use of artefacts and images from the past;

- Through stories and appropriate non-fiction texts;
- Role play;
- External visits to historical places and museums.

Key stage 1

Pupils should 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 a later key stage..

Pupils should be taught about:

- 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 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

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:

- 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 – 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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

Enrichment, Visits and Visitors

We recognise the importance of gaining 'real-life' experiences through hands-on, practical activities. In planning units, teachers ensure that visitors and local visits form an important part of provision, as well as ensuring learning is rooted in practical and active tasks thus ensuring that pupils remain engaged, enthused and challenged.

Topic Map

2024 - 2025	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Tinley (R/1)	Me and My Community / Starry Night (EYFS) Moon Zoom (Year 1)		Historic links made within Geography focus		On the Beach (EYFS) Childhood (Year 1)	
Hampton (2/3)	Movers and Shakers		Historic links made within Geography focus		Magnificent Monarchs	
Fairlawne (4/5/6)	Britain at War		Historic links made within Geography focus		Maafa	

2025 - 2026	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Tinley (R/1)	Long Ago (EYFS) Memory Box (Year 1)		Let's Explore (EYFS) School Days (Year 1)		Castles	
Hampton (2/3)	Through the Ages		Historic links made within Geography focus		Emperors and Empires	
Fairlawne (4/5/6)	Invasion		Historic links made within Geography focus		Ancient Civilisations	

2026 - 2027	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Tinley (R/1)	Me and My Community / Starry Night (EYFS) Moon Zoom (Year 1)		Historic links made within Geography focus		On the Beach (EYFS) Childhood (Year 1)	
Hampton (2/3)	Movers and Shakers		Historic links made within Geography focus		Magnificent Monarchs	
Fairlawne (4/5/6)	Off With Her Head		Historic links made within Geography focus		Groundbreaking Greeks	

2024-2025 Curriculum Coverage

	Term 1	Term 2	Term 5	Term 6
EYFS	<p>Me and My Community</p> <p>This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society. 	<p>Starry Night</p> <p>This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>On the Beach</p> <p>This project explores holidays in the past and the importance of keeping safe in the Sun.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society. 	
Year 1	<p>Moon Zoom</p> <p>This project teaches children about significant individuals and changes within living memory. They will learn about how Britain has been influenced by past events and how people's lives have changed. They will begin to use timelines and historical vocabulary.</p> <p>Significant people – Astronauts; Changes within living memory</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about 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. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. 		<p>Childhood</p> <p>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p> <p>Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn about 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. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	

2024 - 2025 Curriculum Coverage

	Term 1	Term 2	Term 5	Term 6	
Year 2/3	<p>Movers and Shakers</p> <p>This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</p> <p>Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn about 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. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 		<p>Magnificent Monarchs</p> <p>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</p> <p>Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about 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. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 		
Year 4/5/6	<p>Britain at War</p> <p>This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p> <p>First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Conduct a local history study. Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		<p>Maafa</p> <p>This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain’s role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p> <p>Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn about 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. Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		

2025-2026 Curriculum Coverage

	Term 1	Term 2	Term 5	Term 6
EFFS	<p>Long Ago</p> <p>This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> 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. 		<p>Let's Explore</p> <p>This project teaches children about the environments that they share with others, including their homes, school and places in the local community.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> 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. 	
Year R/1	<p>Memory Box</p> <p>This project teaches children about changes over time, family and community. This project develops children's knowledge and appreciation of local history, special memories, customs and traditions, and growing up.</p> <p>Changes within living memory</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 		<p>School Days</p> <p>This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</p> <p>Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn about 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. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	
Year 2/3	<p>Through the Ages</p> <p>This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</p> <p>Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn about changes in Britain from the Stone Age to the Iron Age. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 		<p>Emperors and Empires</p> <p>This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p> <p>Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Conduct a local history study. Learn about the Roman Empire and its impact on Britain. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	

2025 – 2026 Curriculum Coverage

	Term 1	Term 2	Term 5	Term 6	
Year 4/5/6	<p>Invasion</p> <p>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.</p> <p>Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Conduct a local history study. • Learn about Britain’s settlement by Anglo-Saxons and Scots. • Learn about the Roman Empire and its impact on Britain. • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. 		<p>Ancient Civilisations</p> <p>This project teaches children about the history of three of the world’s first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p> <p>Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Learn about 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. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. 		
	<p>Pupils will:</p> <ul style="list-style-type: none"> • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 				

2026-2027 Curriculum Coverage

	Term 1	Term 2	Term 5	Term 6
EYFS	<p>Me and My Community</p> <p>This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Talk about the lives of the people around them and their roles in society. 	<p>Starry Night</p> <p>This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>On the Beach</p> <p>This project explores holidays in the past and the importance of keeping safe in the Sun.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Talk about the lives of the people around them and their roles in society. 	
Year 1	<p>Moon Zoom</p> <p>This project teaches children about significant individuals and changes within living memory. They will learn about how Britain has been influenced by past events and how people's lives have changed. They will begin to use timelines and historical vocabulary.</p> <p>Significant people – Astronauts; Changes within living memory</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Learn about 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. • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. 		<p>Childhood</p> <p>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p> <p>Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Learn about events beyond living memory that are significant nationally or globally. • Learn about significant historical events, people and places in their own locality. • Learn about 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. • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	

2026-2027 Curriculum Coverage

	Term 1	Term 2	Term 5	Term 6
Year 2/3	Movers and Shakers This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance. <ul style="list-style-type: none"> Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare 		Magnificent Monarchs This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns. Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models Pupils will: <ul style="list-style-type: none"> Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. 	
	Pupils will: <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn about 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. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 			
Year 4/5/6	Off with Her Head! This project teaches children about the Tudor dynasty. Children learn about Henry VIII and his marriages, life and legacy. There will also be a comparison of crime and punishment between then and now. The Tudors Pupils will: <ul style="list-style-type: none"> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. 		Ground-breaking Greeks This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece. Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy Pupils will: <ul style="list-style-type: none"> Conduct a local history study. Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Learn about 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. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	

