

## History National Curriculum: Key Stage 1

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

## History National Curriculum: Key Stage 2

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
- 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.

## History Long Term Plan 2023-25

At Howard Community Academy History is taught through our Topic units, some of which are history-led. The history-led units are identified below.

Year/Class	Cycle A 2023-24	Year/Class	Cycle B 2024-25
Reception Hedgehog	<b>Me and My Community</b> Children learn about events in their live and the lives of people who are important to us in our community.	Reception/Year 1	<b>Kings and Queens</b> Children learn about events in the lives of significant people, including monarchs. Children learn about important events in the life of Queen Elizabeth II.
	<b>Kings and Queens</b> Children learn about events in the lives of significant people, including monarchs. Children learn about important events in the life of Queen Elizabeth II.		<b>Childhood</b> Children learn to compare everyday life and families today with childhood in the 1950s, using artefacts and a range of different sources.
Year 1 Owl	<b>Childhood</b> Children learn to compare everyday life and families today with childhood in the 1950s, using artefacts and a range of different sources.	Hedgehog and Robin	<b>School Days</b> Children learn about living conditions and schooling in the Victorian era; and the actions of significant people.
	<b>School Days</b> Children learn about living conditions and schooling in the Victorian era; and the actions of significant people (Samuel Wilderspin).		
Year 2 Rabbit	<b>Movers and Shakers</b> Children learn about the actions of significant people from local and national history, including Emmeline Pankhurst, Florence Nightingale.	Year 2 Rabbit	<b>Movers and Shakers</b> Children learn about the actions of significant people from local and national history, including Emmeline Pankhurst, Florence Nightingale.
	<b>Magnificent Monarchs</b> Children learn about how we can find out about the past from looking at objects (e.g., Bayeux Tapestry) and visiting historic buildings, as they learn about William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II.		<b>Magnificent Monarchs</b> Children learn about how we can find out about the past from looking at objects (e.g., Bayeux Tapestry) and visiting historic buildings, as they learn about William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II.
Year 3/4 Badger	<b>Tribal Tales</b> Children learn about what life was like in Britain during the Bronze Age and Stone Age, including finding out about pre-historic settlements	Year 3 Badger	<b>Gods and Mortals</b> Children learn about life in Ancient Greece, through examining artefacts; including finding out about significant inventions and people; and their lasting impact.
	<b>Pharaohs</b> Children learn about Ancient Egyptian civilisation, including religious ceremonies; and make comparisons to life in Ancient Maya.		<b>Emperors and Empires</b> Children learn about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.
Year 4/5 Otter	<b>Traders and Raiders</b> Children learn about how Britain changed during the era of the Anglo-Saxons and Vikings, including learning about invasion, settlements and trading.	Year 4/5 Otter	<b>Off With Her Head</b> Children take a closer look at significant events during the reign of the Tudor kings and queens. Children investigate why Henry VIII married six times.
	<b>1066</b> Children use the famous Bayeux Tapestry to explore the significant events of 1066.		<b>A Child's War</b> Children learn about how life in Britain changed during World War 2, focussing on the lives of evacuees; and the actions of significant people (Winston Churchill).
Year 6 Fox	<b>Hola Mexico!</b> In this cross-curricular unit of work, children learn about life in Ancient Mayan times, including learning about the culture of central America through music, food, and stories from Mexico.	Year 5/6 Fox	<b>Britain at War/Fallen Fields</b> Children learn 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.
	<b>Maafa (Benin)</b> Children learn about the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities		<b>Dynamic Dynasties</b> This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.