



History 2023-2024

Curriculum Intent Statement

NC: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It 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.

Our Intent: The curriculum is detailed, and knowledge based. It promotes a variety of substantive and disciplinary specific skills. It allows for the teaching of British History and how things have changed and progressed then takes that foundation and expands the children’s learning to Ancient Civilisations from across the world. It also contains opportunities for cross curricular learning including Art, Geography, Reading and Writing.

ELGs related to Subject and Topics

Understanding the world: Present

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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Understanding the world: Past

Understanding the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and communities

To understand differences and similarities between my life and some one in another place or time

		Topic	Year 1		Topic	Year 2	
Autumn	HT1	Changes with in living memory	What children will learn: <ul style="list-style-type: none"> How have I grown or changed? 	What children will be able to do <ul style="list-style-type: none"> Identify changes in themselves 	Events beyond living memory: Great fire of London	What children will learn: <ul style="list-style-type: none"> Where is London? 	What children will be able to do <ul style="list-style-type: none"> Locate London on a simple map

			<ul style="list-style-type: none"> How has my community changed? 	<ul style="list-style-type: none"> Recognise things they do know that they couldn't as an infant Understand that their home may have been a lot different in the past 		<ul style="list-style-type: none"> Why is London important? When did the fire happen? 	<ul style="list-style-type: none"> Understand that it is the capitol city Understand why it is the capitol Understand and use simple timelines
	HT2	Changes with in living memory	What children will learn: <ul style="list-style-type: none"> Why are things different in the past? Why are somethings the same as the past? 	What children will be able to do <ul style="list-style-type: none"> Identify places in GY that have changed overtime Identify places or features that have stayed the same Understand why some change and some don't 	Events beyond living memory: Great fire of London	What children will learn: <ul style="list-style-type: none"> What caused the fire? What happened to London because of the fire? 	What children will be able to do <ul style="list-style-type: none"> Identify key moments from the fire. Understand that the fire had wider impacts on london (health and living conditions)
Spring	HT3	Lives of Significant people: Mary Anning	What children will learn: <ul style="list-style-type: none"> Who is she? What did she discover How is she remembered? Why is she important? 	What children will be able to do <ul style="list-style-type: none"> Explain what a Palaeontologist is Describe what she did? 	Significant People and events: Georgian Yarmouth	What children will learn: <ul style="list-style-type: none"> What is modern GY like? What was Georgian GY like? 	What children will be able to do <ul style="list-style-type: none"> Describe what life is like in modern Great Yarmouth Describe aspects of

				<ul style="list-style-type: none"> Understand how women were treated at the time 		<ul style="list-style-type: none"> How do they compare? 	<p>Georgian Great Yarmouth</p> <ul style="list-style-type: none"> Compare the two time periods
	HT4	Lives of Significant people: David Attenborough	What children will learn: <ul style="list-style-type: none"> Who is he? What did he discover How will he be remembered? Why is he important? 	What children will be able to do <ul style="list-style-type: none"> Explain what a naturalist is Describe key moments of his career Identify the significance of his impact on the health of the planet 	Significant People and events: Lord Nelson	What children will learn: <ul style="list-style-type: none"> Who was he? What is his connection to GY? Why is he important? 	What children will be able to do <ul style="list-style-type: none"> Explain who he was Identify his connection to us Describe key events in his career and life
Summer	HT5	Lives of Significant people: Pioneers	What children will learn: <ul style="list-style-type: none"> What is a pioneer? Who is Neil Armstrong? What did they achieve? What did they overcome? 	What children will be able to do <ul style="list-style-type: none"> know what an astronaut is Understand the significance of the moon landing Describe key moments of the moon landing 	Events beyond living memory: Great fire of London revisit	What children will learn: <ul style="list-style-type: none"> What facts can we recall? What is a timeline? Where does the fire place on a timeline? 	What children will be able to do <ul style="list-style-type: none"> Recall key facts about the fire Describe how a timeline works Correctly add events to a timeline

	HT6	Lives of Significant people: Explorers	What children will learn: <ul style="list-style-type: none"> • What is an explorer? • Who are, Mae Jemison, Tim Peake and Bernard Harris Jr? • What did they achieve? • What did they overcome? 	What children will be able to do <ul style="list-style-type: none"> • Identify facts about them and their careers • Understand their significance and why we study them • To know why we want to explore space 	Events beyond living memory: Great fire of London revisit	What children will learn: <ul style="list-style-type: none"> • How did London change? • How do we know about it? • Who was Samuel Pepys? 	What children will be able to do <ul style="list-style-type: none"> • Understand what life was like at the time • To know how life improved in London after the fire • Identify parts that stayed the same and parts that were redesigned
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		Topic	Year 3	Year 4	Topic	Year 4	Year 4
Autumn	HT1	Stone age – Bronze age	What children will learn: <ul style="list-style-type: none"> • Recap What is a timeline? • What are the three periods of the Stone age? • Where do the place on a timeline? 	What children will be able to do <ul style="list-style-type: none"> • To be able to explain how a timeline works • To know the difference between BCE and CE • Identify the three periods and place them on a timeline 	Anglo Saxons	What children will learn: <ul style="list-style-type: none"> • Who were the Saxons? • Where do they place on a timeline? • What was Britain like before they arrived? • Why did they come? • How did Britain change? 	What children will be able to do <ul style="list-style-type: none"> • Explain who the Saxons were • Identify the time period and place it on a timeline • Describe British life before they arrived • Understand why they came

	HT2	Stone age – bronze age	What children will learn: <ul style="list-style-type: none"> • What was the Stone age like? • How did humans change? • How do we know about this period? 	What children will be able to do <ul style="list-style-type: none"> • Explain why it's called the stone age • Describe how we lived • Understand that this was the beginning of modern humans 	Anglo Saxons	What children will learn: <ul style="list-style-type: none"> • What were their beliefs? • What was daily life like? • What did the country look like under their rule? 	What children will be able to do <ul style="list-style-type: none"> • Identify important gods and ceremonies • Describe what a day in the life of a Saxon was like • Understand that Britain was broken in to small kingdoms • Identify the kingdom we live in and who ruled us
Spring	HT3	Bronze age – Iron Age	What children will learn: <ul style="list-style-type: none"> • What is the Bronze age? • Where does it place on a timeline? • Why is it called the Bronze age? 	What children will be able to do <ul style="list-style-type: none"> • Explain why it's called the bronze age • Describe how we lived and how it changed from the stone age 	Saxons - Vikings	What children will learn: <ul style="list-style-type: none"> • Who were the Vikings? • Where do they place on a timeline? • Why did they come? • How did Britain change? 	What children will be able to do <ul style="list-style-type: none"> • Explain who the Vikings were • Identify the time period and place it on a timeline • Understand why they came

				<ul style="list-style-type: none"> Identify the place on a timeline and how it overlaps with other periods 		<ul style="list-style-type: none"> How do they compare to the Saxons? 	<ul style="list-style-type: none"> Describe what they did when they got here
	HT4	Bronze age – Iron age	What children will learn: <ul style="list-style-type: none"> What was different to the Stone age? When did it end? Why did it end? 	What children will be able to do <ul style="list-style-type: none"> Explain why it's called the iron age Describe how we lived and how it changed from the bronze age Identify the place on a timeline and how it overlaps with other periods 	Vikings	What children will learn: <ul style="list-style-type: none"> What were their beliefs? What was daily life like? What did the country look like under their rule? 	What children will be able to do <ul style="list-style-type: none"> Identify important gods and ceremonies Describe what a day in the life of a Viking was like Understand that they came here for land, cattle and gold Explain why many of them decided to stay
Summer	HT5	Roman Civilisation	What children will learn: <ul style="list-style-type: none"> Who were the Romans? Where do they sit on a timeline? What was Rome like? 	What children will be able to do <ul style="list-style-type: none"> Identify Rome on a map Place the Roman empire on a timeline Describe life in Ancient Rome 	Ancient Egypt	What children will learn: <ul style="list-style-type: none"> Who were they? Where is Egypt? Where do they sit on a timeline? 	What children will be able to do <ul style="list-style-type: none"> Identify Egypt on a map Place the Egyptian empire on a timeline Describe life in Ancient Egypt

			<ul style="list-style-type: none"> Why were they powerful? 	<ul style="list-style-type: none"> Understand that they had the first professional army and that is why they were successful 		<ul style="list-style-type: none"> What were the three periods called? Why do we study them? 	<ul style="list-style-type: none"> Understand that they were amazing architects Know the difference between the old, middle and new kingdoms
	HT6	Rome and its impact on Britain	What children will learn: <ul style="list-style-type: none"> What was Britain like before the Romans? Why did they invade Britain? Who was Boudicca and why is she important? 	What children will be able to do <ul style="list-style-type: none"> Identify reasons for the invasion Describe iron age life Understand why Boudicca revolted Describe the key parts of her revolt and why it ultimately failed 	Ancient Egypt	What children will learn: <ul style="list-style-type: none"> What were their beliefs? What was daily life like? What did the country look like under their rule? 	What children will be able to do <ul style="list-style-type: none"> Identify important gods and ceremonies Describe what a day in the life of an Egyptian was like Understand and describe how important belief in the afterlife was Describe the mummification process

		Topic	Year 5		Topic	Year 6	
Autumn	HT1	Mayan Civilisation	What children will learn:	What children will be able to do	Local study: How did ww2 effect Great Yarmouth	What children will learn:	What children will be able to do

			<ul style="list-style-type: none"> Who were they? Where was their kingdom? Where do they sit on a timeline? 	<ul style="list-style-type: none"> Identify where the Mayan civilisation was Place the civilisation on a timeline Describe key aspects of their empire 		<ul style="list-style-type: none"> When was WW2? Why did it happen? Who was involved? How is it remembered? Why is it remembered? 	<ul style="list-style-type: none"> Place WW2 on a timeline Explain significant events of the war. Understand the impact of the war Describe different ways it is remembered
	HT2	Mayan Civilisation	What children will learn: <ul style="list-style-type: none"> What were their beliefs? What was daily life like? What did the country look like under their rule? What did they achieve? 	What children will be able to do <ul style="list-style-type: none"> Identify important gods and ceremonies Describe what a day in the life of a Mayan was like Understand some of their more unique cultural traits 	Local study: How did WW2 affect Great Yarmouth	What children will learn: <ul style="list-style-type: none"> What was the "Friendly invasion"? Why were there so many airbases in East Anglia? What events impacted our area? 	What children will be able to do <ul style="list-style-type: none"> Identify our allies Describe why so many American and Canadian soldiers arrived in Anglia Understand how and why Anglia was used for so many airbases.
Spring	HT3	Ancient Greeks	What children will learn: <ul style="list-style-type: none"> Who were they? Where is Greece? 	What children will be able to do <ul style="list-style-type: none"> Identify where the Greek 	Beyond 1066: 5 Monarch comparison William the Conqueror Henry VIII Elizabeth I	What children will learn: <ul style="list-style-type: none"> Who were they? When did they reign? 	What children will be able to do <ul style="list-style-type: none"> Explain key events from each reign

		<ul style="list-style-type: none"> • Where do the place on a timeline? • Why do we study them? • What is their continuing impact? 	<p>civilisation was</p> <ul style="list-style-type: none"> • Place the civilisation on a timeline • Describe key aspects of their empire • Understand why they are so significant • Explain Greek creations we still use today 	Charles II Victoria	<ul style="list-style-type: none"> • What did they achieve? • What significant events occurred during their reign? • How are they remembered? 	<ul style="list-style-type: none"> • Describe important events each monarch over saw • Identify good and bad points from their rule • Compare each monarch • To research each monarch and draw their own conclusions
HT4	Ancient Greeks	<p>What children will learn:</p> <ul style="list-style-type: none"> • What were their beliefs? • What was daily life like? • What did the country look like under their rule? 	<p>What children will be able to do</p> <ul style="list-style-type: none"> • Identify important gods and ceremonies • Describe what a day in the life of a Greek was like • Understand some of their more unique cultural traits 	<p>Beyond 1066: 5 Monarch comparison</p> <p>William the Conqueror Henry VIII Elizabeth I Charles II Victoria</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> • Are there any political similarities in their reigns? • Are there any cultural similarities in their reigns? • Which monarch do you think is the most significant? • Why? 	<p>What children will be able to do</p> <ul style="list-style-type: none"> • Explain key events from each reign • Describe important events each monarch over saw • Identify good and bad points from their rule • Compare each monarch • To research each monarch and draw their

							own conclusions
	HT5	Comparing Saxons and Mayans	What children will learn: (Recap) <ul style="list-style-type: none"> • Who were the Saxons? • What was Britain like during their rule? • Who were the Mayans? • What was life like under their rule? 	What children will be able to do <ul style="list-style-type: none"> • Recall key facts about the Saxon civilisation • Recall key facts about the Mayan Civilisation • To research similarities and differences 	Beyond 1066: Wind Rush generation	What children will learn: <ul style="list-style-type: none"> • Where are the Caribbean islands? • What is the Commonwealth? • How did they help during WW2? 	What children will be able to do <ul style="list-style-type: none"> • Identify the Caribbean islands on a map • Describe the significance of the commonwealth • Explain how and why they fought in WW2
Summer	HT6	Comparing Saxons and Mayans	What children will learn: <ul style="list-style-type: none"> • Are there any cultural similarities? • Are there any cultural differences? • Are there any political similarities? • Are there any political differences? 	What children will be able to do <ul style="list-style-type: none"> • To be able to compare the two civilisations to create their own informed opinion about each one • Explain positive and negative aspects from each civilisation 	Beyond 1066: Windrush Generation	What children will learn: <ul style="list-style-type: none"> • Why did they migrate to the UK? • What was life like for them here? • How were they treated? 	What children will be able to do <ul style="list-style-type: none"> • Understand the fragile state of race relations in 1960's Britain • Describe what life was like when they arrived here • Explain how and why they were treated badly

