

History Curriculum at Langham Primary School

The National Curriculum for history at Key Stage 1 and 2 has clearly articulated purpose and aims. ¹

Wherever possible, children study history in a **local context**. This includes a study of **Roman Colchester and the Boudiccan revolt** in Lower Key Stage 2, Brithnoth's defeat at the hands of the Vikings in the **Battle of Maldon** and the **siege of Colchester** in the English civil war in Upper Key Stage 2.

Foundation Stage

Children's concept of the past is developed through thinking about how they have changed since they were born. They learn that other members of their family have their own personal history too. Basic vocabulary to describe time is introduced and a sense of history developed through exploring artefacts and hearing stories relating to events and people before they were born.

Key Stage 1

We have seen that emerging historians learn best through being immersed in stories from the past. With this in mind, our curriculum for history is built on using stories to learn about significant events and people and investigate questions about the past.

Lower Key Stage 2

In year 3 and 4, pupils establish a chronological framework of British history from the Stone Age to the Norman conquest. They start to develop historical enquiry skills by associating evidence with what we know about the past.

Upper Key Stage 2

Children build on the chronological framework established in Year 3 and 4 and extend this beyond 1066. Children have the opportunity to learn about landmark events in British history. Children learn that evidence about the past can be interpreted in different ways, and in grappling with this they encounter the concept of bias.

Basic skills and links to other subjects

Securing historical knowledge within a broader chronological narrative and progressively developing skills in the study of history are foremost in teachers' minds. When planning and delivering sequences of lessons, we are also mindful that every opportunity is taken to practice basic skills.

- **Reading:** Supported and guided whole class reading strategies are sometimes used in lessons to make sure that **all** children have a full understanding when learning about the past.
- **Speaking:** Children are actively encouraged to use subject specific vocabulary accurately as well as develop explanations, express opinions, and justify their arguments clearly and confidently.
- **Writing:** Children are given opportunities to write narratives about the past, and over time they use increasingly sophisticated language devices to use evidence in presenting balanced arguments and supporting and justifying their opinions.
- **Mathematics:** Mathematics is used to measure time and statistics can be used to support historical viewpoints.

The importance of vocabulary

Becoming fluent in new vocabulary is key to understanding history and communicating ideas about the past. Some vocabulary is specific to the topic being covered. Some vocabulary is central to mastering history as a discipline and understanding abstract themes running through time and influencing our present.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

	Reception/ Y1 (Cycle A 2023-24)	Reception/ Y1 (Cycle B 2024-5)	Y1/Y2 (Cycle A 2023-4)			Y1/Y2 (Cycle B 2024-5)			
	<p>Crazy Colours Famous Person from history: <i>Louis Braille</i></p> <p>Up, Up and Away Famous person from history: <i>Neil Armstrong</i></p> <p>We're Going on a Bear hunt Changes within living memory: <i>Toys in the past</i></p> <p>Three Little Pigs Famous historical event: <i>Great Fire of London</i></p>	<p>Amazing me Famous person from history: <i>Louis Braille/ Florence Nightingale/ Mary Seacole</i></p> <p>Autumn Days and Starry Nights Famous person from history: <i>Guy Fawkes</i></p> <p>Once Upon a time Local historical place: <i>castle study</i></p> <p>A Rumble in The Jungle Famous person from history: <i>Mary Anning</i></p>	<p>History Makers</p> <p>Famous historical figures:</p> <p><i>Rosa Parks</i> <i>Walter Tull</i> <i>Guy Fawkes</i></p>	<p>Fire, Fire!</p> <p>Famous historical event: <i>The great fire of London</i></p>	<p>Toy story</p> <p>Changes within living memory: <i>Toy Museum</i></p>	<p>Great Explorers</p> <p>Famous person from history: <i>Amy Johnston/ Neil Armstrong</i></p>	<p>Walk the Plank</p> <p>Famous person from History: <i>Grace Darling</i></p>	<p>Knights and Castles</p> <p>Local historical place: <i>Local castle study</i></p>	
Curriculum Coverage	<p>Rec:</p> <p>Begin to make sense of their own life-story and family's history by sequencing and retelling stories and significant events from their own experiences and close family members.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals, routines, stories.</p> <p>Talk about changes that have occurred over time. Identify some similarities and differences between things now and in the past and understand the past through settings, characters and events encountered in books and storytelling, including stories about historical figures and events.</p> <p>Look at objects and images from the past, describe what they see and ask questions, recognising how things have changed over time.</p>	<p>Yr. 1:</p> <p>Events beyond living memory/ The lives of significant individuals in the past who have contributed to national and international achievements: The Gunpowder plot, First man on the moon.</p> <p>The great fire of London, Children learn about the story of the Fire of London and sequence events on a timeline. They learn about cause and effect by explaining why the fire spread so quickly. Was it the baker's fault?</p> <p>They draw comparisons with the present by explaining ways in which we are better equipped to fight fires now.</p> <p>Changes within living Memory: Toys: Hollytree's toy museum visit. Children make deductions based on observations about whether toys belong to the past or the present. They explain some ways in which toys have changed over time.</p>	<p>Yr. 1:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements: Florence Nightingale, Mary Seacole, Louis Braille, Children learn about the achievements of famous people in medicine and why their achievements are considered important. They draw comparisons with hospitals and nurses today and in the past.</p> <p>Events beyond living memory: The Gunpowder plot</p> <p>Significant historical events, people and places in their own locality: Colchester castle visit: identify some of the key features in pictures, videos and during fieldwork.</p> <p>They begin to develop a sense of a more distant past by placing castles in historical context.</p>	<p>Children learn about Rosa Parks and her contribution to the civil rights movement in America (historical context). They then learn about Walter Tull and consider how football today differs to the early 1900s (drawing comparisons).</p> <p>They learn that Walter Tull is a significant figure in history because of the 'firsts' he achieved. Children investigate the enquiry questions 'Who was Guy Fawkes and why do we remember him?'</p>	<p>Children learn about the story of the Fire of London and sequence events on a timeline.</p> <p>They learn about cause and effect by explaining why the fire spread so quickly. Was it the baker's fault?</p> <p>They draw comparisons with the present by explaining ways in which we are better equipped to fight fires now.</p>	<p>Children make deductions based on observations about whether toys belong to the past or the present.</p> <p>They explain some ways in which toys have changed over time.</p>	<p>Children learn about the achievements of famous space explorers and aviators.</p> <p>They learn why their achievements are considered such an important landmark.</p> <p>They place achievements in historical context by learning about what came before, and what came afterwards.</p>	<p>Children draw comparisons between lifeboats now and lifeboats in the nineteenth century. Children learn about the story of Grace Darling and why she is remembered as a hero.</p>	<p>Children learn that castles are defensive structures and identify some of the key features in pictures, videos and during fieldwork.</p> <p>They begin to develop a sense of a more distant past by placing castles in historical context.</p>
Essential vocabulary	<p>Words to express the passage of time: Before, after, first, new, old, today, tomorrow, yesterday, last week, now, a long time ago.</p> <p>Phrases to express opinions: I think.... because</p> <p>Content specific vocabulary: [names], [places]</p>	<p>Words to express the passage of time: Before, after, first, new, old, today, tomorrow, yesterday, last week, now, a long time ago.</p> <p>Phrases to express opinions: I think.... because</p>	<p>Words to express the passage of time and chronology: history, past, present, future, old, new, modern, before, after, 1666</p> <p>History words: 'evidence'</p> <p>Phrases to express cause and effect: 'The fire started because...'; 'They didn't have a fire brigade and so...'</p> <p>Content specific vocabulary: bakery, fire brigade, Samuel Pepys, diary, Thames, London,</p> <p>Words to express the passage of time and chronology: history, past, present, future, old, new, modern, before, after</p> <p>Phrases to express comparison: 'In the past...but now...'</p> <p>Content specific vocabulary: museum, board game; plastic, wooden, metal, electronic</p>	<p>Words to express the passage of time and chronology: history, past, present, future, old, new, modern, before, after, 1969, 1930's</p> <p>Phrases to express comparison: 'In the past...but now...'</p> <p>Content specific vocabulary: explore, pioneer, discover,</p> <p>Words to express the passage of time and chronology: history, past, present, future, old, new, modern, before, after</p> <p>Phrases to express comparison: 'In the past...but now...'</p> <p>Content specific vocabulary: drawbridge, moat, keep, arrow-slit, defend, invade</p>					
Essential skills	<p>Use frequently-used words and phrases relating to the passing of time.</p> <p>Order a set of objects or events</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions about objects, events and people in the past.</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Understand some of the ways in which we find out about the past</p>		<p>Ask and answer questions about objects, events, and people in the past.</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Read about the past and comment on what they have learnt</p> <p>Use timelines to order events or objects</p> <p>Know where the people and events they study fit within a chronological framework</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Write about the past using key words and phrases appropriate for the purpose of writing and the period of study</p>						
Coverage notes	<p>Topic titles cover a range of learning opportunities for Reception and Year 1. History curriculum content is delivered to whole class with Y1 pupils experiencing activities designed to develop their history skills and knowledge.</p>		<p>Visit to Hollytrees Museum Colchester</p>			<p>Visit to castle (Framlingham, Mountfitchet)</p>			

	Y3/4 Cycle A (2023-24)			Y 3/4 Cycle B (2024-25)	
	How did the arrival of the Romans change Britain?	Who were the Saxons and how do we know what is important to them?	Why were castles so important to Normans?	How did life change from the stone age, through the Bronze Age and into the Iron Age?	The Ancient World: Egypt What happened to the boy behind the golden mask?
Curriculum Coverage	Children learn about the Roman Invasion of Britain in AD 43 . There is a focus on local history as they learn about evidence for Roman settlement in Colchester . Children learn about the Celtic resistance and Boudicca's revolt. Children learn that the collapse of the Roman Empire led to a return to a more localised system of government and a decline in the importance of towns as a commercial and cultural centre.	Children challenge the view that the period after the Romans should be called the 'dark ages' by learning about art and culture of the Anglo-Saxon period. They gather evidence to promote a positive view of Anglo-Saxon culture including illuminated manuscripts (Lindisfarne Gospels), story (Beowulf), jewellery/ metalwork (Sutton Hoo burials).	Children identify, describe and sequence the events of October 1066 . They examine the reasons for the invasion and compare to the reasons for the Roman Invasion. Building on their knowledge of the resistance to Roman occupation, they understand why building a network of fortified Motte and Bailey castles was such a priority. They look back to work in Key Stage 1 to build on their understanding of castle architecture.	Children learn about Neolithic hunter-gatherers and examine sources of evidence (early flint tools; Skara Brae; Cresswell Crags, cave paintings). They learn about the impact of metal working technology in the Bronze Age and Iron Age by describing some of the changes that followed (start of a monetary economy, tools for farming). Chronology: AD/BC, period, pre-history, Stone Age, Bronze Age, Iron Age	Children compare what they have learnt about Stone Age Britain to the contemporaneous emergence of early civilization in Ancient Egypt. They learn about religion and beliefs including burial rituals. They learn about the development of writing and technological advances (papermaking, building, agriculture). They learn about Howard Carter's discovery of Tutankhamun's tomb in 1921. Children learn that there are different ideas about how Tutankhamun died, none of which can be conclusively proved.
Essential vocabulary	Chronology: AD/BC, period Historical study: archaeology, artefact, evidence, invasion, settlement, revolt, emperor, empire, colony Content specific: Roman, Celt, villa, mosaic, gladiator, amphitheatre . Names of Roman deities including Mars, Juno, Minerva, Jupiter	Chronology: AD/BC, period, Dark Ages Historical study: archaeology, artefact, evidence, change, invasion, settlement, agriculture Content specific: monastery, monastic, metalwork, craft, manuscript,	Chronology: AD/BC; century Historical study: source; architecture; feature; landscape; invasion; settlement . Language to sequence events: before; after; once...then ; Content specific: Hastings; Bayeux; Normans (Normandy); king; royal; inherit; succession; coronation; knight; baron . Words to describe features of a Motte and Bailey castle: keep; portcullis, battlement; fortification (fortify)	Historical study: archaeology, artefact, evidence, change, settlement, agriculture, development . Content specific: hunter-gatherer, flint, nomadic	Chronology: AD/BC, period, ancient . Historical study: archaeology, artefact, fact, opinion, evidence, civilisation, ritual Content specific: pyramid, pharaoh, tomb, scribe, hieroglyph, Nile, papyrus, cartouche .
Essential skills	Start to develop a chronologically secure knowledge and understanding of British, local and world history by placing events and people within historical periods. Use evidence to draw conclusions and answer questions about the past. Start to identify cause and consequence in describing the past. Use a range of sources for finding out about the past including pictures, artefacts and reference books. Recognise that the past is often open to interpretation and that contrasting arguments and interpretations have been constructed. Write about the past as a sequence of events using key words and details such as dates, names and locations and start to interpret sources of information in their writing .				
Coverage notes	This unit provides an opportunity to learn about significant historical events that have happened in their home town. It is important that it picks up from the unit about changes to the Iron Age. Some children Visit to Colchester Castle an essential part of this unit.	The significance of monasteries as cultural as well as religious centres is an important part of this unit as children will use this as a starting point when they study Viking invasions in Upper Key Stage 2. Visit to West Stow or Sutton Hoo enhances this unit, though virtual visits to places of Saxon cultural significance also useful.	Children should become familiar with the Bayeux Tapestry as a culturally and historically significant artefact. Visit to Orford or Mountfitchet Castle might be useful.	This unit covers a large amount of time and is planned to be taught over two half terms. It is important to end with establishing an understanding of life in the Iron Age as this is the starting point for future work on the Romans for children studying this unit in Year3. This helps consolidate a coherent chronological sequence in learning about early British history.	Children should be helped to understand that Ancient Egypt is roughly contemporaneous with the work they covered about the Stone Age and Bronze Age. Stonehenge and the pyramids were constructed at about the same time (5000 years ago). Make sure that children are taught about beliefs before learning about mummification processes so that their understanding is in context. Visit to Egyptian gallery at Ipswich Museum

	Y5/6 Cycle A			Y5/6 Cycle B		
	The Battle of Britain. Why is it considered to be a turning point?	The Siege of Colchester: Was Sir Thomas Fairfax 'A man of honour'?	The Ancient World: Greece The story of the Trojan Horse	Raiders or settlers? How should we see the Vikings?	Mayan Civilisation: Why did the Mayans abandon their cities?	Medical Breakthroughs
Curriculum Coverage	Children explain who Adolf Hitler was and why he came to power in Nazi Germany. They explain why Britain entered into war with Nazi Germany in 1939. They Identify and explain which countries were allies of Britain in the Second World War and explain how and why Nazi Germany invaded and occupied most of Western Europe by 1940. They understand why Britain faced the threat of invasion by Nazi Germany in 1940 and reach an informed judgement about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion. They describe and explain the main events of the Battle of Britain and evaluate a range of evidence reaching a judgement about how and why Britain defeated Nazi Germany in the Battle of Britain justifying their views. They understand the significance of this victory in terms of the final outcome of the Second World War.	Children expand their conceptual understanding of conflict and explain the meaning of ' civil war '. Children learn that civil war broke out in Britain between people loyal to the king who believed in the divine right of kings , and those who believed that the king should rule within the law and be influenced by parliament . They learn about the siege of Colchester and that there are physical reminders around the town. The focus of the enquiry is Sir Thomas Fairfax . He was called 'a man of honour' by Charles I, and yet following the siege of Colchester had the defeated royalist leaders shot on a spot now marked by an obelisk in Castle Park. Children consider this action in the wider context of the civil war and draw their own conclusions.	Children place Ancient Greece within their chronological timeframe by comparing to aspects of history already studied (Stone Age, Ancient Egypt, Roman Empire) They learn about the legacy by studying aspects of Greek culture including sport (the Olympics); Literature (epic stories, myths, and legends); architecture (the Acropolis and classical architecture). They learn about the political structure of city states and draw comparisons between two of them (Athens and Sparta). The unit culminates in a focused enquiry about the Trojan War between the city states of Sparta and Troy (in modern day Turkey). Children examine evidence and draw their own conclusions as to whether the story of the Trojan Horse could be historical fact or whether it is a legend.	Children build on their previous learning about the Saxons by studying the impact of the Viking invasions . They learn that the Vikings changed over the period from being raiders to settlers and find reasons for Viking interest in Britain. They learn about how the Vikings imposed a system of Danegeld . They learn about how the King of Wessex, Alfred the Great resisted Viking domination and established a period of peace. They learn about Edward the Confessor and his death in 1066 ultimately bringing the Viking and Saxon period to an end.	Children study Mayan civilization c.900 AD to provide a contrast with British history of a similar period. They learn about Mayan life and culture including belief systems through studying archaeological evidence from Chichen Itza . They learn that the jungle cities had been lost for centuries and the unit culminates with an investigation into the reasons for their abandonment.	Children learn why life expectancy in Britain remained low until the beginning of the 1800s. They describe and explain the cause of the Great Bubonic Plague of 1665. They explain how people at the time felt the plague could be prevented and treated reaching an informed judgement based on evidence as to why the plague spread so rapidly. They evaluate the significance of what Edward Jenner discovered in 1796 and consider why many people opposed the introduction of vaccinations. They identify, describe and explain the major medical milestones of the last 250 years . They evaluate a range of evidence and reach an informed judgement as to which of these developments were the most significant, justifying their conclusions.
Essential vocabulary	Chronology: Century (20th century); decade (1940's) Historical study: evaluate; justify; interpret (interpretation); propaganda; conflict; invasion . Content specific: blitz; blitzkrieg; Adolf Hitler; Winston Churchill; RAF; Luftwaffe; air raid; dictatorship (dictator) .	Chronology: century (17th century); decade (1640s) Historical study: civil war; conflict; siege Content specific: roundhead; cavalier; royalist; parliamentarian; Oliver Cromwell; Thomas Fairfax	Chronology: AD (CE)/ BC (BCE), ancient, millennium Historical study: primary source, secondary source, civilization, conflict, culture, literature, epic, philosophy, architecture Content specific: city state, myth, Athens, Sparta,	Chronology: period, century (as in 10 th century), Historical study: cause, effect, bias, primary source, secondary source, perspective, trade, legacy Content specific: tribute (as in protection money), seafaring, Scandinavian, York, longship	Chronology: AD (CE)/ BC (BCE), classic period, pre- classic period, post-classic period . Historical study: cause, effect, bias, primary source, secondary source Content specific: civilization; culture; ceremonial	Chronology: century; decade Historical Study: significance; impact, cause, effect . Content specific: epidemic, disease (cholera; typhoid; smallpox; plague); living conditions; sanitation; immunisation
Essential skills	Continue to develop a chronologically secure knowledge and understanding of British, local and world history including historical periods in Britain since 1066 . Understand historical concepts such as continuity and change, similarity and difference . Identify increasingly complex relationship between events and a when studying historical events in depth Use appropriate historical terms and vocabulary including more abstract ideas such as culture, bias and civilisation. Construct informed responses that involve thoughtful selection and organisation of relevant historical information including written narratives and analyses. Understand how our knowledge of the past is constructed from a range of sources and evidence and start to consider its reliability . Understand how contrasting arguments and interpretations of the past have been constructed and evaluate their plausibility.					
Coverage notes	Children need to understand why the Battle of Britain is considered a turning point in the history of the second world war. If the outcome had been different, Britain would have faced an invasion and occupation like the rest of Europe.	Colchester and Ipswich Museum service may be able to support this unit.	Time needs to be spent establishing the context of Ancient Greek civilisation before studying the evidence for the story of the Trojan Horse.	This unit builds directly on previous learning in lower key stage 2. Children should already be aware of the cultural and economic wealth of Anglo Saxon monasteries.		This unit provides an opportunity to learn about an aspect of social history over an extended period of time.