

Implementation – Reasoning Behind our History Curriculum

YEAR GROUP	TOPIC	We teach this because...	We teach this now because...
EYFS	How have I changed? (Cycle A and B)	The children begin to develop the idea of the concept of 'change over time' by linking it to their own personal history and therefore an area of familiarity.	It provides the children with a starting point for history through looking at changes in their own life.
EYFS	What did school used to be like? (Cycle A)	The children begin to develop a basic understanding of the concepts of 'similarity and difference' and of 'change over time' by linking it to something that is familiar to them and they can draw upon their own experiences for.	It provides the children with a starting point of understanding and recognising 'similarity and difference' and 'change over time' which will be developed as they move in to KS1.
EYFS	Toys from long ago. (Cycle B)	The children should learn that lives and experiences of children have not always been the same and focussing on toys enables them to begin to draw basic comparisons with their own experiences.	It enables children to begin developing their historical vocabulary related to the passing of time through a topic which is familiar to them.
EYFS	How were the cold places on Earth found? (Arctic explorers) (Cycle A)	The children begin to learn about how we can find out about the world around us. It opens their minds to locations that are different from their own locality.	This unit provides the foundations for the Year 2 unit 'Why do we remember famous explorers?'
EYFS	Who was Captain Cook? (Cycle B)	It is important for children to gain an understanding that people from their own locality are remembered for important reasons and the achievements they made.	This unit provides the foundations for the Year 2 unit 'Why do we remember famous explorers?'
EYFS	What was the world like in the past? (Cycle B)	The children need to develop an awareness that the world has not always been as it is today. It supports the introduction and development of the concept of change.	This unit provides the foundations for children to develop their knowledge of the world from the Stone Age and beyond as they move through KS1 and KS2.
EYFS	Old and new transport (Cycle A)	The children begin to develop an understanding of 'old' and 'new' as a platform to develop knowledge of the terms 'past' and 'present'. The concept of 'transport' is something they will already have an awareness of so it enables them to draw on familiarity.	This topic provides the foundations for the Year 1 topic 'How has transport changed over time?'

EYFS	What were shops like in the past? (Cycle B)	The children need to develop an awareness that things that have some familiarity to them have not always been as they are today. It supports the introduction and development of the concept of change.	This unit provides some foundations for the Year 2 local study of 'What was it like to live in Eston 100 years ago?' by studying an area of the topic that children will have some awareness of through their own experience of shops in their locality.
EYFS	What was the seaside like in the past? (Cycle B)	Children need to begin to develop an understanding of their local history and living near a coastal area provides opportunity for children to draw on personal experience of their locality.	This topic feeds in to the Year 1 topic of 'The Victorians at the Seaside: How have seaside holidays changed?'
1	Who was Queen Victoria?	Queen Victoria was a significant monarch and it provides the context for learning about The Victorians in KS1. The period provides opportunities for comparison with modern life; enabling children to begin developing their historical skills of similarity and difference. Parts of our local history have links to the Victorian period so it has relevance to the locality of the children.	It provides the foundations and background for future study on the Victorian period in Year 1 and Year 2.
1	How has transport changed over time?	George Stephenson was a significant local figure and children will have seen the benefits of his achievements in our area through trains, railways and local buildings. This topic also enables children to track these achievements as part of a wider theme.	Knowledge of changes in transport initiated by George Stephenson supports learning about the next topic about how seaside holidays have changed.
1	The Victorians at the Seaside. How have seaside holidays changed?	It has strong links to our coastal locality and therefore the experiences of the children. Furthermore, it allows children to apply their knowledge from their previous topic on transport and develop their learning about the Victorian period.	It builds on learning from the previous topic studying how transport has changed over time and children can make the links between developments in rail transport and the growing appeal of seaside holidays during this time period.
2	What are we remembering on Remembrance Day?	Remembrance Day has relevance to the children and is an important anniversary we mark at school, locally and also nationally. Children learn the significance of	It develops learning by the children in EYFS about why we wear poppies and is built on in Years 3, 4 and 5

		why we mark this date annually of a significant event in history.	through the study of WW2.
2	What was life like for children in Victorian Britain?	It enables children to develop their learning about the Victorians and a period of history they have studied during KS1. Children develop their skills in comparing, contrasting, continuity and change.	Children have learned about significant people and themes from the Victorian period so this unit enables them to develop their knowledge and understanding of this era.
2	Local History Study: What was it like to live in Eston 100 years ago?	It is extremely relevant to our area and further develops the sense of locality for the children.	The ironstone mining element pushes the local aspect of KS1 to the wider area of the Tees Valley and it is built upon in KS2 through a local study on the industrialisation of Middlesbrough.
2	Why do we remember famous explorers?	Captain James Cook is a significant figure who had local, national and international impacts which enables children to see how widespread local history can be. It also helps to establish national identity in the growth of Britain as an empire and why it became so significant. Gertrude Bell was a locally born explorer and she provides opportunities for comparisons with Cook in terms of achievements, equipment, expeditions and the impact time has on exploration. Opportunities are available for comparisons of different time periods and the study of Gertrude Bell also has links with the already studied period of the Victorians, which provides children with contextual knowledge and understanding.	It builds on local history elements studied previously in KS1 and supports future learning which moves beyond the locality and also looks at the concept of empire.
3	What was life like in Prehistoric Britain?	As this is the start of human history, it makes chronological sense to begin here in LKS2 and young children are fascinated by the lifestyles, unique animals and reproducible cave paintings so it is a very accessible topic.	It provides the chronological foundations for successive topics.
3	What can we find out about ancient Egypt from what has survived?	It provides excellent opportunities for comparisons and contrasts with the prehistoric civilisations already studied and helps to embed the ideas of early achievements.	Having already learnt about the Stone to Iron Ages in Year 3, this topic provides opportunities for comparisons between

			concurrent civilisations around the world and their advancements and achievements.
3	What was life like on the Home Front during the Second World War?	It builds on the concept of conflict which was introduced in KS1 through a study of Remembrance and children learn about one of the most significant events in the history of Britain and its Empire.	It develops learning about war and conflict from KS1 and feeds in to a Year 4 topic covering WW2 battles and a Y5 topic about changes made in Britain and to its empire after WW2.
4	Who were the Ancient Greeks and what is their legacy today?	It enables children to develop their understanding of the concepts of legacy and achievements and although they existed before the Romans, comparisons and contrasts can be made. Children develop their understanding of ancient history	Chronologically, this period follows on from learning about the ancient Egyptians in Year 3.
4	Who were the Romans and what was the Roman Empire's Impact upon Britain?	Children continue to develop their understanding of the concepts of empire, achievements and conflict and children can trace the developments of Britain under the Romans and the continuities and achievements that occurred.	Chronologically, it follows on from the Iron Age so consolidates chronological understanding and leads in to Year 5's study of the Anglo-Saxons and Vikings.
4	How significant were The Battle of Britain and The Blitz during the Second World War?	Children continue to develop their understanding of the concept of invasion and conflict and develop their knowledge of WW2 following their work in Year 3. They now look in more detail at invasions and battles and how this can change the course of conflict.	In Year 3, children studied the Home Front during the war and this topic enables them to study the war on a different front.
5	Why did the Anglo-Saxons and Scots invade and settle in Britain?	Children continue to learn how Britain's history developed after the Romans.	In Year 4, children studied The Romans and this topic enables them to develop their chronological understanding of the history of Britain.
5	Who were the Vikings?	Children continue to learn how Britain's history developed after the Romans and provides interesting contrasts with Roman achievements and national impact. Valuable contrasts can be made between the idea of the Roman Empire and Viking raiding and settling.	Chronologically and continuing with the British timeline, it follows on from learning about prehistoric Britain (Y3), the Romans (Y4) and the Anglo-Saxons and Scots (Y5) so consolidates

			chronological understanding
5	How was Britain rebuilt after the Second World War?	It builds upon prior learning about WW2 (Y3 and Y4) and looks at the aftermath of one of the most significant historical events in the last century. Children are able to focus on the legacy of conflict.	The theme of conflict has been studied throughout the history scheme of work across school (Remembrance in KS1 and WW2 in Y3 and Y4) so this enables children to apply their prior learning in this topic.
6	Who were the Mayans and what were their major achievements?	Having already learned about other ancient civilisations, the Ancient Maya provide a startling contrast with many of these groups in terms of beliefs, architecture and society. It enables children to apply the conceptual understanding and skills they have gained so far in their primary history.	It is a comparative topic (as outlined in NC), so builds on prior knowledge already acquired in KS2 by the children. This unit provides children with the opportunity to use all of their evaluative and comparative skills and conceptual understanding that has been gained so far.
6	Crime and Punishment through the centuries: How and why has it changed?	It enables Year 6 children to develop their enquiry skills and use knowledge from across their KS2 learning of British history to track changes in a theme over time.	Children are able to use, apply and develop the knowledge they have already acquired on the Romans, Vikings, Victorians and WW2 to develop more comprehensive skills in tracing developments through consulting sources of evidence.
6	Local History Study: The Industrialisation of Middlesbrough	Local history study (as outlined in NC). Children revisit their learning relating to locality and it provides pupils with the opportunities to use their historical skills relating to enquiry and interpretation developed over their time in school to dive deeper in to an area of local significance.	It develops prior learning about locality and significant individuals who have had local, national and international impacts (Dorman and Long).