



East Midlands Academy Trust History Curriculum Overview



Why Teach History?

History allows us to understand our past, which in turn allows us to understand our present. By studying history, we are able to identify the social and cultural changes and developments, encouraging understanding of why certain events happened and therefore helping pupils to consider the outcomes and consequences of theirs and others' choices and actions.

History provides us with insight into our cultures of origin as well as cultures with which we might be less familiar. This allows pupils to increase their cross-cultural awareness and understanding of people, beliefs and the world.






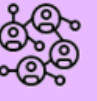
It enables us to learn about the influence of significant individuals in the past and recognise how they have contributed to national and international achievements.

Learning the history of topics such as the Civil Rights in America helps us to understand why some rules and laws were created and encourages students' motivation to improve society and the world further.

Through teaching history, we promote pupils to exercise their critical thinking and writing skills which will be important in their future academic, professional and personal lives.

Substantive Themes and First Order Concepts

Our curriculum enables pupils to gain historical perspective by placing their growing knowledge into different contexts.

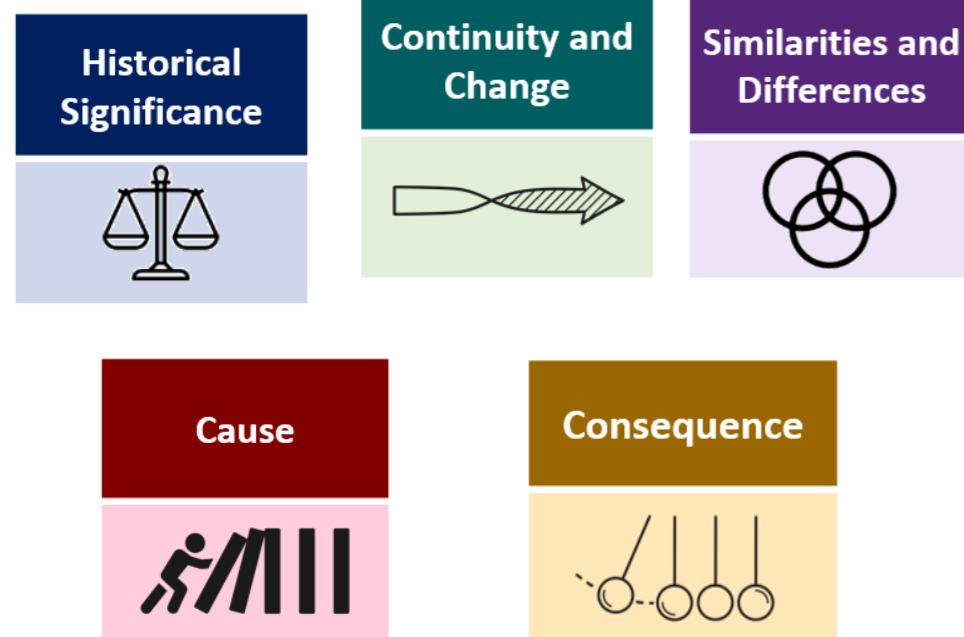
Cultural 	Economic 	Military 
Political 	Religious 	Social 

These substantive themes are mapped through the curriculum to ensure that pupils revisit them in different contexts, developing their schema related to each one.

Disciplinary Knowledge - Second Order Concepts and Enquiry

Pupils make progress in history by developing an understanding of how historians investigate the past, and how they construct historical claims, arguments and accounts.

Enquiry questions are at the heart of the history curriculum providing a framework for pupils to understand the past and to structure their knowledge. By framing each unit and lesson through enquiry questions we are mirroring the historical process and developing disciplinary knowledge.



Chronological Understanding

Sound chronological understanding is required to build a coherent knowledge and understanding of the past.



In KS1 the curriculum is focused on allowing pupils to understand the difference between now and the past and to start to place their understanding into a chronological framework.

In KS2 the curriculum is taught in chronological order supports pupils to recognise where new learning fits into the framework of what they already know and recognise connections between what has gone before and the period now being studied. The aim is to build a bigger inter-related picture of history and not just unrelated, isolated pockets of knowledge.

Local, National and International History

Pupils need to develop a real sense of time, period and narrative encompassing local, national and international history and how they relate to one another.

We engage with the Museum of London Archaeology (MOLA) to deliver workshops to provide a local context to periods of history being studied.

Examples	Local	National	International
	Great Fire of Northampton (Y2)	British Seaside (Y2)	Ibn Battuta (Y2)
	Bletchley Park/Walter Tull (Y6)	Roman impact on Britain (Y4)	Maya (Y5)
		The Blitz (Y6)	

Diversity

The curriculum is designed to ensure that pupils encounter diversity within their historical learning. For example:

- Comparing significant individuals from history and how they are remembered (e.g., Mary Seacole and Florence Nightingale, Mary Anning and Charles Darwin)
- Civil rights (Yr6)
- Contrasting world histories from the same period (e.g., Britain during the Anglo-Saxons & Vikings and the Maya)

Assessment

Pupils' learning of the curriculum is assessed on an ongoing basis. Teachers regularly check pupils can remember key knowledge relating to the period of history being studied using knowledge organisers and assess pupils' disciplinary knowledge through learning activities in lessons. Leaders and other staff regularly review pupils' work in their books and meet with groups of pupils to discuss their learning in history to review the curriculum and its impact.



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Topic Overview

KS1	Year 1	Autumn Term		Summer Term	
		CHANGES WITHIN LIVING MEMORY - FAMILY ALBUM Local Study -	GUNPOWDER PLOT 	CHANGES WITHIN LIVING MEMORY - A HISTORY OF TOYS 	NATURAL HISTORY SIGNIFICANT INDIVIDUALS - CHARLES DARWIN and MARY ANNING
KS1	Year 2	Spring Term		Summer Term	
		MEDICINE THROUGH THE AGES SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE 	THE GREAT FIRE OF LONDON Local Study	EXPLORERS IBN BATTUTA 	THE BRITISH SEASIDE
KS2	Year 3	Autumn Term		Summer Term	
		STONE AGE TO IRON AGE Local Study - MOLA		ANCIENT EGYPT 	
	Year 4	Autumn Term		Summer Term	
		ANCIENT GREECE – LIFE AND INFLUENCE ON THE WESTERN WORLD Local Study - MOLA		THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN Local Study - MOLA	
KS2	Year 5	Autumn Term		Summer Term	
		BRITAIN'S SETTLEMENT BY THE ANGLO-SAXONS Local Study - MOLA	VIKING AND ANGLO-SAXON STRUGGLE FOR BRITAIN 	Maya - NON-EUROPEAN STUDY C.900AD 	
KS2	Year 6	Autumn Term		Spring Term	Summer Term – in Maths
		CONFLICT and WORLD WAR II (THE BLITZ) 	SOCIAL HISTORY OVER TIME – CIVIL RIGHTS 		CHRONOLOGICAL UNIT – NUMBERS THROUGH TIME (Maths Lessons in the Summer 2 Term)

Cultural	Economic	Military	Political	Religious	Social
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Historical Significance 	Continuity and Change 	Similarities and Differences 	Consequence 	Cause
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EYFS Curriculum Map 2021-22



Understanding the World

People, Culture and Communities

Past and Present

The Natural World

Technology

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Key Vocabulary	Autumn 1			Spring 1			Summer 1		
	celebrations	family	now	growth	present	map	past	culture	life
	different	school	then	community	compare	animals	present	change	living
	same	Autumn	Winter	past	Spring	plants	future	Summer	effect
	weather	belief	special	decay	materials	human	country	nature	seasons

Key Knowledge and Skills	People, Culture and Communities	Past and Present	The Natural World	Technology
	<ul style="list-style-type: none"> - Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making links to the children's own experiences linking to below - Discuss members of the immediate family and community. How are we the same and different? - Discuss similarities and differences between people and the lives they live (jobs/houses/appearance/family etc) - Name and describe people who are familiar to us - Comment on images of familiar situations in the past - Explore and describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Create graphical representations, drawings and maps based on own life, immediate environment and experiences 	<ul style="list-style-type: none"> - Discuss about past and present events in own life and the lives of their family - Discuss the lives of people around them and their roles in society 	<ul style="list-style-type: none"> - Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) gaining an increased understanding that we all celebrate different events linking to below - Explore, discuss and recognise similarities, differences between themselves and others and among families, communities and traditions. - Understand that some places are special to members of their community - Compare and contrast characters from stories, including figures from the past - Explore and describe the school and local environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Create graphical representations, drawings and maps based on the school and areas of the local community 	<ul style="list-style-type: none"> - Explore, discuss and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making connections between our own experiences and those of other's people linking to below - Recognise and discuss some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and reading - Explore, discuss and explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	<ul style="list-style-type: none"> - Record patterns in weather and explore features of Autumn/Winter - Explore and discuss features of materials and states of matter - Explore a range of objects and materials in the immediate environment and from nature and recognise and discuss their features - Discuss and explain some of the things they have observed such as plants, animals, natural and found objects - Play with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake 	<ul style="list-style-type: none"> - Record patterns in weather and explore features of Winter/Spring - Explore changes in states of matter through cooking and materials (e.g. paint, clay, ice) - Explore the natural world around them, making observations and drawing pictures of animals and plants - Experience planting and growing of bulbs and seeds - Explore and recognise growth, decay and changes over time 	<ul style="list-style-type: none"> - Record patterns in weather and explore features of Spring/Summer and compare over time - Discuss and explain changes in states of matter - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Develop an understanding of the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling - Discuss and encourage children to understand what is the past, present and future in simple terms

		- Discuss and learn to show care and concern for living things and the environment		
	Technology	<ul style="list-style-type: none"> - Explore and use a range of different basic technology - Know how to operate simple equipment, e.g. uses a remote control, can navigate touch-capable technology with support - Explore making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> - Explore and play with technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - Play with a range of materials to learn cause and effect, e.g. makes a string puppet using dowels and string to suspend the puppet - Explore and discuss why things happen and how things work - Model the correct use of technology including care for equipment, ipads, cameras, computer keyboards and mice. 	<ul style="list-style-type: none"> - Use digital devices and the internet to retrieve and record information relevant to learning