

History

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	Remember and talk about significant events in their own experiences. 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. Understand the past through settings, characters and events encountered in books read in class and storytelling. Answer how and why questions about their experiences and in response to specific events. Through play, explore a range of artefacts from past and present. Understand and use the class visual timetable to talk about what has happened and what is yet to come. Explore different versions of traditional stories and use a range of texts to distinguish facts from fiction.		
Year 1	Explorers - What does it take to be a great explorer?	Pompeii - How do we know so much about where Sappho used to live?	Local history - Why is the history of my locality significant?
Learning Powers and values	Resilience – How explorers worked through tough situations. Curiosity – making discoveries. Self-belief – How explorers had high aspirations.	Curiosity – asking questions about the past. Kindness – treating others as we would wish to be treated.	Respect for others and the environment – St Albans community <ul style="list-style-type: none"> - Cathedral - Pilgrimage - Roman Amphitheatre - Clock Tower - St Albans Court House - Margaret Wix - Tudor buildings - Market town - Mills
Opportunities for exploring and celebrating diversity	Amy Johnson – first woman to fly solo from London to Australia. Bessie Coleman – Black American aviator (first to hold a pilot license) Xiaowan – Great Chinese explorer Matthew Henson – pioneering African-American Arctic explorer	Exploring the lives of the rich and poor. Sappho's slave – draw parallels with slavery in the UK and beyond.	What does the most recent census tell us about our local area? Margaret Wix – first lady mayor of St Albans
Year 2	Toys and Games – How do our favourite toys and games compare with those of the children in the 1960s?	Significant individuals – Who is the greatest history maker?	First World War – Why was Charles sent to prison?
Learning Powers and values	Resilience – How explorers worked through tough situations. Curiosity – making discoveries.	All learning powers and values - Qualities of great leaders	Resilience – surviving the Great War. Kindness – helping others
Opportunities for exploring and celebrating diversity	Black History Month. Exploring toys from different cultures. Key text – Toys around the world (Joanna Brundle) Games from other cultures such as: https://www.incultureparent.com/five-fun-games-from-around-the-world	Historical figures from a range of ethnicities - Malala Yousafzai, Hatshepsut Key texts - When Rosa Parks Met Martin Luther King (Zoë Clarke) and Brave Nurses: Mary Seacole and Edith Cavell (Charlotte Guillain)	Walter Tull – black army officer Reference to differences in life for various ethnic groups during WWI.

	or https://camp.com/travel/games-they-play-in-other-countries-that-havent-made-it-to-the-us-yet		
Year 3	Stone Age - How is the lives of ancient Britons change during the Stone Age?	Bronze/ Iron Age Bronze Age - What is the secret of the standing stones? (Bronze Age Britain) Iron Age - How do artefacts help us understand the lives of people in Iron Age Briton?	Ancient Egypt - How can we discover what Ancient Egypt was like of 5000 years ago?
Learning Powers and values	Curiosity – innovating weapons Resilience –life as a nomadic hunter gatherer	Curiosity – the secret of the standing stones Resilience – working through tough situations	Kindness (lack of) – slavery
Opportunities for exploring and celebrating diversity	Black History Month. Why does stone age man look different to how we look today? Cheddar man Text: The Stone Age by Juliet Kerrigan and Laura Sua	Importance of monuments in Bronze Age Britain – compare to other monuments around the world e.g The Kaaba or Al Kaaba Al Musharrafah (the Holy Kaaba), in Mecca, Saudi Arabia – sometimes referred to as 'the cube', the most sacred site in Islam or The Taj Mahal in Agra, Uttar Pradesh, India – built between 1632 and 1653 by the Moghul emperor Shah Jahan in memory of his wife.	Slavery Black African Pharoahs Hierarchy – education, wealth Comparison with Indus Valley
Year 4	Anglo-Saxons - Who were the Anglo-Saxons and how do we know what was important to them?	Vikings -What did the Vikings want and how did Alfred help to stop them getting it?	Romans - How did the arrival of the Romans change Britain?
Learning Powers and values	Resilience – How explorers worked through tough situations. Curiosity – making discoveries.	Resilience – in battle Curiosity – exploring new places	Respect for others (lack of) – minority groups, slavery Curiosity – innovation Resilience – in battle
Opportunities for exploring and celebrating diversity	The role of women and women's rights in Anglo-Saxon history Beowulf	The role of women in Viking history Ivor the Boneless – disabled Viking leader Key text - Ivor the Boneless (David Gill)	Ivory Bangle Lady Beachy Head Lady Lucius Septimius Severus Key Texts – Black and British (David Olusoga) What did a Roman soldier look like?
Year 5	Ancient Greece - The story of the Trojan Horse: historical fact, legend or classic myth?	What did King George VI mean when he said 'The history of York is the history of England'? Local history study model enquiry	Why did the ancient Maya change the way they lived?

Learning Powers and values	Curiosity – innovation Self-belief – ancient Olympics	Respect for others and the environment – St Albans community <ul style="list-style-type: none"> - Cathedral - Pilgrimage - Roman Amphitheatre - Clock Tower - St Albans Court House - Margaret Wix - Tudor buildings - Market town - Mills 	Self-belief and curiosity – an advanced society who were innovative Resilience – living and surviving in a rainforest for thousands of years
Opportunities for exploring and celebrating diversity	Black History Month Equality and democracy Is it fair that only men were allowed to compete in the Ancient Olympic games? What are the major differences in equal opportunities between life in Ancient Greek civilisation and twenty first century life? African art in Ancient Greece	What does the most recent census tell us about our local area? Margaret Wix – first lady mayor of St Albans	South American culture Hierarchical society Mayan culture and beliefs
Year 6	WWII - Why was winning the Battle of Britain in 1940 so important?	Shang Dynasty – How did a pile of dragon bones help to solve an ancient Chinese mystery?	The British Empire - Why did Britain once rule the largest empire the world has ever seen?
Learning Powers and values	Resilience – Blitz spirit Self-belief – roles of women in WWII Respect for others – lack of respect for the Jewish communities and other marginalised groups Kindness – taking in evacuees	All learning powers – qualities of great leaders Respect for others – respecting other cultures Curiosity – innovation of the lunar calendar	Respect for others and kindness (lack of)
Opportunities for exploring and celebrating diversity	Black History Month. Forgotten soldiers Persecution of different minority groups Key texts – Once (Morris Gleitzman), Black and British (David Olusoga) Tuskegee Airmen Commonwealth soldiers – Hackney Diversity Curriculum Walter Tull Lilian Bader	Hierarchical society including slaves Women in ancient China were inferior to men Fu Hao – the most powerful woman in the Shang Dynasty Chinese culture and beliefs	Colonisation Toppling of slave owner statues in recent years.

When pupils have completed their history learning journey they will have learnt that:

- 50% of people in the past were women
- Black people and people of colour have lived in Britain since very ancient times

- The story of Black people and people of colour is not just one of people as victims of white oppression
- Jewish people and Roma and Traveller people have a long history that is not just one of suspicion and oppression
- There have always been less visible groups, such as LGBT+ people and people with disabilities in society
- Women were not all white, not all Black people were men, and so on... that is we are thinking about people having different identities
- People were more rounded and complex than the labels people in power/ society gave them - they do not just appear in our curriculum to be 'done unto' by people in power
- The diverse past helps to understand the diverse present
- History can be studied at different levels - from the local to the global