



## **Curriculum Overview for History**

### **National Curriculum Aims**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Range of Opportunities**

**Early Years**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The following information demonstrates which statements from the Bunny School’s Early Years Curriculum are prerequisite skills for history within the National Curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for three and four-year-olds and reception to match the programme of study for History.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

**Three and Four-Year Olds (Nursery)**

**Understanding the World**

- Begin to make sense of their own life-story and family’s history.

**Reception**

**Understanding the World**

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including
- figures from the past

**ELG**

**Understanding the World**

**Past and Present**

- Talk about the lives of 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.

## Curriculum Map for History

### Key Stage 1 – Year 1/2

Pupils at Bunny C of Primary are taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

### Key Stage 2 – Year 3/4/5/6

Pupils at Bunny C of E Primary are taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Curriculum Map for History

Due to the curriculum organisation at Bunny C of E Primary School a 2 year rolling cycle is in place

<u>Cycle A</u>	<u>Cycle B</u>
<p><b>Year 1 / 2</b> <b><u>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</u></b></p> <p>Focus on “Toys” and “School Life” to focus on local history.</p> <p><b><u>Events beyond living memory that are significant nationally or globally.</u></b></p> <p>This could include: -The Great Fire of London -The first aeroplane flight -Events commemorated through festivals or anniversaries Remembrance Day with local history links.</p>	<p><b>Year 1 /2</b> <b><u>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</u></b></p> <p>This could include: -Elizabeth I and Queen Victoria -Christopher Columbus and Neil Armstrong William Caxton and Tim Berners – Lee Pieter Bruegel the Elder and LS Lowry Rosa Parks and Emily Davison Mary Seacole and / or Florence Nightingale and Edith Cavell</p> <p><b><u>Significant historical events, people and places in their own locality</u></b> Remembrance Day with local history links (light touch). Houses and homes; significant buildings in the village and their stories. (link to Elizabethan and Victorian times)</p>

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Cycle A	Cycle B
<p><b>Year 3 / 4</b>  <u><b>Changes in Britain from the Stone Age to the Iron Age.</b></u></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>- Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>- Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p><u><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></u></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul> <p>There is rich evidence of the Viking period in our local area.  <a href="https://emidsvikings.ac.uk/">https://emidsvikings.ac.uk/</a>  <a href="https://emidsvikings.ac.uk/items/holme-from-home-east-midland-place-names-and-the-story-of-viking-settlement/">https://emidsvikings.ac.uk/items/holme-from-home-east-midland-place-names-and-the-story-of-viking-settlement/</a></p> <p><u><b>Britain's settlement by Anglo-Saxons and Scots.</b></u></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>-Scots invasions from Ireland to north Britain (now Scotland)</li> <li>-Anglo-Saxon invasions, settlements and kingdoms: place names and village life <b>the Saxon parish of "Bune"</b></li> <li>-Anglo-Saxon art and culture</li> <li>-Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	<p><b>Year 3 / 4</b>  <u><b>Ancient Greece.</b></u></p> <p>– a study of Greek life and achievements and their influence on the western world</p> <p><u><b>The Roman Empire and its impact on Britain.</b></u></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion in 55-54 BC</li> <li>- the Roman Empire by AD 42 and the power of its army</li> <li>- successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>- British resistance, e.g. Boudica</li> <li>- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p>See "Bunny: Images of the Past", Bunny written archives and Roman archaeological artefacts from Roman settlements in Bunny with links to nearby military encampments (contact Jan Eastgate to see/borrow the artefacts)</p> <p>The Luddites. This movement directly affected the lives of ordinary people in Ruddington, Keyworth and Bunny.</p> <p><a href="http://www.nottsheritagegateway.org.uk/people/luddites.htm">http://www.nottsheritagegateway.org.uk/people/luddites.htm</a></p> <p><a href="https://www.nottingham.ac.uk/manuscriptsandspecialcollections/learning/dukeofnewcastle/theme2/luddism.aspx">https://www.nottingham.ac.uk/manuscriptsandspecialcollections/learning/dukeofnewcastle/theme2/luddism.aspx</a></p> <p><a href="https://www.frameworkknittersmuseum.org.uk/">https://www.frameworkknittersmuseum.org.uk/</a> This award winning resource is on our doorstep.?</p>

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<p><a href="https://archaeologydataservice.ac.uk/researchframeworks/eastmidlands/attach/County-assessments/NotAngloSaxon.pdf">https://archaeologydataservice.ac.uk/researchframeworks/eastmidlands/attach/County-assessments/NotAngloSaxon.pdf</a>          NB Viking invasion destroyed much of the evidence of Anglo-Saxon life in the East Midlands.</p>	<p>Local anecdotes e.g. dog stealing in Bunny!</p>
<p><b>Cycle A</b></p>	<p><b>Cycle B</b></p>
<p><b>Year 5 / 6</b></p> <p><b><u>The achievements of the earliest civilisations.</u></b></p> <p>An overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <p><b>Ancient Sumer</b>; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</p> <p><b><u>A non-European society that provides contrast with British history - one study chosen from:</u></b></p> <ul style="list-style-type: none"> <li>-Early Islamic civilization, c. AD 900;</li> <li>-<b>Mayan civilization c. AD 900;</b></li> <li>-Benin c. AD 900-1300.</li> </ul>	<p><b>Year 5 / 6</b></p> <p><b><u>A study of an aspect or theme in British history extending chronological knowledge beyond 1066</u></b></p> <p>- A significant turning point in British history, for example, the Battle of Britain (<b>WWII</b>)</p> <p><b><u>Local History Study</u></b></p> <ul style="list-style-type: none"> <li>• a study over time tracing how several aspects of national history are reflected in the locality – can go beyond 1066.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p>A study of the Parkyns family gives an excellent opportunity to draw together the impact on national events on local people’s lives. Good examples would be the impact of the 14<sup>th</sup> century Black Death, Civil War and the Restoration, Victorian agricultural economy and the Second World War on the fortunes of the village. There is a wealth of archive material and artefacts in the Bunny Archive.</p>