

## The National Requirements

The EYFS and Primary Curricula for History are detailed below:

EYFS (Past and Present)	Key Stage 1 Programme of Study	Key Stage 2 Programme of Study
<p>Children at the expected level of development will:</p> <ol style="list-style-type: none"> <li>1. Talk about the lives of the people around them and their roles in society;</li> <li>2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>3. Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ol>	<p>Pupils should be taught about:</p> <ol style="list-style-type: none"> <li>1. Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>2. 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]</li> <li>3. 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]</li> <li>4. Significant historical events, people and places in their own locality</li> </ol>	<p>Pupils should be taught about:</p> <ol style="list-style-type: none"> <li>1. Changes in Britain from the Stone Age to the Iron Age</li> <li>2. The Roman Empire and its impact on Britain</li> <li>3. Britain’s settlement by Anglo-Saxons and Scots</li> <li>4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>5. A Local History study</li> <li>6. A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066</li> <li>7. 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</li> <li>8. Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>9. 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</li> </ol>

For the purpose of this analysis document, all of the requirements have been numbered and will be linked back to the discrete teaching units that have been listed on page 2. In this way, curriculum coverage can be exemplified, which will also inform the sequencing programme on page 4. Our intention is to confirm that the History Curriculum has been covered in full, that discrete units are taught on a progressive basis, which will allow all children to build their knowledge, skills and understanding accordingly. Finally, this document will serve as an aid for teachers at the planning stage because they will be aware of what has been taught previously, and also what they are preparing them for in the next teaching unit. In summary, this detailed document confirms our **Curriculum Intent**, and this is matched to the **Intent Statement** that was developed during the academic year 2020-2021.

### Teaching Units at Mayflower Primary School

Taught through PBL		Taught as a Discrete Unit		Assemblies and Curriculum Days	
Year	Autumn Term	Spring Term		Summer Term	
<b>EYFS*</b>	Traditional tales from around the world, visit to Evington Park and Library, autumnal change	People who help us (doctor, designer, site manager, police officers, firefighters etc., Chinese New Year and other religious festivals, Living Eggs (change over time), post box visit, winter		Growth and change, summer (and elements of spring), 2 <sup>nd</sup> visit to Evington Park	
<b>Year 1</b>	Who am I and how can I make a difference?	How have toys changed over time?			
	Writing letters to Sir David Attenborough				
	European Day of Language, Black History Month, Rosa Parks, Martin Luther King, Nelson Mandela, UN Day of Peace, time capsule (25+25)	Day of Social Justice, Science Week – Neil Armstrong, Desmond Tutu, the Jade Emperor, Qin Shi Huang		Colonel Thomas Blood, Charles II, Alan Turing, Winston Churchill, St. George, Theseus, Pandora, Prometheus, Icarus, King Midas etc.	
<b>Year 2</b>		Can past disasters bring about positive change? (The Great Fire of London)			
	European Day of Language, Black History Month, Rosa Parks, Martin Luther King, Nelson Mandela, UN Day of Peace, time capsule (25+25)	Day of Social Justice, Science Week – Neil Armstrong, Desmond Tutu, the Jade Emperor, Qin Shi Huang		Colonel Thomas Blood, Charles II, Alan Turing, Winston Churchill, St. George, Theseus, Pandora, Prometheus, Icarus, King Midas etc.	
<b>Year 3</b>	How new was the Stone Age? – to include the Bronze Age and the Iron Age	How has Evington Changed since 1888?		How was life in Ancient Egypt different from life in Egypt today?	
		Local History Unit (Evington)			
	European Day of Language, Black History Month, Rosa Parks, Martin Luther King, Nelson Mandela, UN Day of Peace, time capsule (25+25)	Day of Social Justice, Science Week – Neil Armstrong, Desmond Tutu, the Jade Emperor, Qin Shi Huang		Colonel Thomas Blood, Charles II, Alan Turing, Winston Churchill, St. George, Theseus, Pandora, Prometheus, Icarus, King Midas etc.	
<b>Year 4</b>	What did the Romans ever do for us?			The Vikings	
	European Day of Language, Black History Month, Rosa Parks, Martin Luther King, Nelson Mandela, UN Day of Peace, time capsule (25+25)	Day of Social Justice, Science Week – Neil Armstrong, Desmond Tutu, the Jade Emperor, Qin Shi Huang		Colonel Thomas Blood, Charles II, Alan Turing, Winston Churchill, St. George, Theseus, Pandora, Prometheus, Icarus, King Midas etc.	
<b>Year 5</b>	How did life change for children during WW2?	Why is space travel and exploration so important?			
				Ancient Greeks, primary focus on mythology	
	European Day of Language, Black History Month, Rosa Parks, Martin Luther King, Nelson Mandela, UN Day of Peace, time capsule (25+25)	Day of Social Justice, Science Week – Neil Armstrong, Desmond Tutu, the Jade Emperor, Qin Shi Huang		Colonel Thomas Blood, Charles II, Alan Turing, Winston Churchill, St. George, Theseus, Pandora, Prometheus, Icarus, King Midas etc.	
<b>Year 6</b>	Does the punishment fit the crime?			Did early Islamic Civilisation invent it all first?	
	Japan's involvement in WW2, Hiroshima and Nagasaki, Sadako Sasaki Statue, WW2, link to Kensuke's Kingdom	Martin Luther King, Black History and Diversity, Texas crime and punishment, history and modern day punishments			
	European Day of Language, Black History Month, Rosa Parks, Martin Luther King, Nelson Mandela, UN Day of Peace, time capsule (25+25)	Day of Social Justice, Science Week – Neil Armstrong, Desmond Tutu, the Jade Emperor, Qin Shi Huang		Colonel Thomas Blood, Charles II, Alan Turing, Winston Churchill, St. George, Theseus, Pandora, Prometheus, Icarus, King Midas etc.	

### History Curriculum – ELG 13 and Programmes of Study Coverage

This page provides a summary of how ELG 13 (Past and Present) and the National Curriculum Programmes of Study for History have been covered through the teaching units previously disclosed (see page 1). It can also serve as a useful planning aid, ensuring that staff can plan progressive learning experiences for our children, with due regard for their prior learning, which can also be accessed via the Digital Archive. From the planned units, it can be concluded that the curriculum has been covered in full, with a breadth of study in key Stage 2 that embraces all aspects of the Programmes of Study.

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS (ELG 13)</b>	<ul style="list-style-type: none"> <li>▪ Talk about the lives of the people around them and their roles in society</li> <li>▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>▪ Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about the lives of the people around them and their roles in society</li> <li>▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>▪ Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about the lives of the people around them and their roles in society</li> <li>▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>▪ Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
<b>Year 1</b>	The lives of significant individuals from the past (3) – Rosa Parks, Martin Luther King, Nelson Mandela	Changes within living memory (1) The lives of significant individuals in the past (3) – Queen Victoria Significant historical events, people and places in their own locality – Palitoy (4)	The lives of significant individuals in the past (3) – Colonel Thomas Blood, Charles II
<b>Year 2</b>	The lives of significant individuals from the past (3) – Rosa Parks, Martin Luther King, Nelson Mandela	Events beyond living memory that are significant nationally or globally (2)	Changes within living memory (1) The lives of significant individuals in the past (3) – Colonel Thomas Blood, Charles II
<b>Year 3</b>	Changes in Britain from the Stone Age to the Iron Age (1)	A local history study (5)	The achievements of the earliest civilizations – Ancient Egypt (7)
<b>Year 4</b>	The Roman Empire and its impact on Britain (2) Britain's settlement by Anglo-Saxons and Scots (3)		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (4)
<b>Year 5</b>	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (6)	Neil Armstrong, Yuri Gagarin, Tim Peake, Katherine Johnson, Dorothy Vaughan, Mary Jackson	Ancient Greece – a study of Greek life and achievements and their influence on the Western World (Ancient Greek Mythology) – (8)
<b>Year 6</b>	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (5) – Crime and Punishment in Victorian Britain, contrasted with modern methods based on rehabilitation of offenders		A non-European society that provides contrasts with British history (early Islamic civilization) – (9)

### History Curriculum – Sequencing

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS (ELG 13)</b>	At the beginning of the year, our children need to feel safe and settled, with a strong emphasis placed on themselves and the community in which they live.	To deepen understanding, children are ready to learn more about people around them and their roles in society, as well as annual festivals from all major world faiths	Change is a complex concept, but recognising how they have changed provides a concrete example that conceptually, the children are ready for
<b>Year 1</b>	Having developed an identity and awareness of self at the end of EYFS, our children are more ready to see how their actions can have a positive impact on those around them	Toys are part of our children’s real experience, and this will be their first introduction to some of the key history skills, including chronology, knowledge, interpretation, enquiry, organisation and communication	Although not a specific focus, children will be prepared to learn about the Great Fire of London by looking at Colonel Thomas Blood, Charles II, and some of the challenges that people faced during this period in our history.
<b>Year 2</b>	Although not a specific focus, major figures from world history will be revisited, deepening the children’s understanding and awareness of context	Building on base knowledge delivered during the summer term of Year 1, children are ready to learn about a specific period in history, one of the key events, and how this has brought positive change	Revisiting other significant events that happened during the reign of King Charles II will add wider context, and also create a sense of awe and wonder, given Charles’ treatment of Thomas subsequent to his capture
<b>Year 3</b>	To help deepen our children’s understanding of chronology and also based on prior learning, children will be helped to understand how the earliest civilisations organised society and developed the body of knowledge that we still benefit from today	By looking at local history, our children will be able to see the real impact of previous historical periods, in a context with which they are familiar, and that has real meaning to them. In time, this will help children to understand how history shapes us people, as well as the communities in which we live.	To build on this prior knowledge, we now expect our children to possess the necessary skills and awareness to identify how Egypt has changed over time, and given the fact this community is less familiar to them, their sense of empathy and transference of knowledge will be developed as a result.
<b>Year 4</b>	Given prior learning in the summer term of Year 3, our children can apply their local skills (Year 3, spring term), empathy and transference, to make independent conclusions about the impact of the Romans both internationally as well as the city in which they live (Leicester)	Although not a specific focus, their curiosity about recent and ancient history will be maintained through Neil Armstrong (International), Desmond Tutu (National and International), and the awe and wonder (curiosity) of the unopened Tomb of Qin Shi Huang	Although not a PBL, to develop a wider understanding of chronology, the children will become aware of what happened after the Romans left (Anglo-Saxons and Vikings), and using well-developed skills, they will be able to recognise the broader impact on how we live now
<b>Year 5</b>	The link with ‘children’ is pivotal, and will again help our pupils to experience empathy during a very difficult period in modern history. Of primacy is the fact that our children are old enough to develop an early understanding of the holocaust, linked to their deeper awareness of refugees.	Now that our children have developed a good understanding of the skills progression in history, they are ready to use history to make moral judgements, based on the social justice agenda established at school. This will also develop their awareness of SDG 2 (Zero Hunger).	Linked to a literacy unit and placed within the correct chronological context, the children will be able to utilise what they have been previously taught in a context that did not have a direct impact on the country in which they live, and the City of Leicester.
<b>Year 6</b>	Now in Year 6, we expect our children to work across different historical periods, and deepen their views around controversial matters such as the end of WW2, rehabilitation etc. If they do not understand the holocaust (Year 5, autumn term), they will find it hard to recognise the context in which difficult decisions were made.	Although not a specific focus, our pupils can use complex skills and a developing sense of social justice to reflect further on crime, punishment, society, how change can be brought to our community, and the fact that the world in which we live today still faces challenges, and is also subject to ongoing change	Given the context of our school and the fact that 97% of our children are Muslim, this final unit will help our pupils to be proud of who they are, the impact of Islamic culture on the United Kingdom in 2022, and the obligations they have in society to learn from what has happened in the past to make the present better for us all

