

## History Sequencing Overview

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills, and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance, and hierarchy, are revisited throughout the projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

The choice of historical periods follows the guidance set out in the National Curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

Where there are opportunities for making meaningful connections with other areas of the curriculum, history projects are sequenced accordingly. For example, the project *A Child's War* is taught alongside the design & technology project of *Make Do & Mend* to give children a better all-round understanding of life during the war.

The history projects are taught in specific half terms throughout the year, giving opportunities to embed the concepts by studying them in detail with relevant links.

### Early Years Foundation Stage

The Early Learning Goal of past and present is weaved into the curriculum with children given every opportunity to explore the people around them, events which occurred in the past as well as significant people in history. A comparison of past and present is interlinked within daily learning in numerous ways with language of yesterday, last week or when I was younger.

In nursery the children start the year with an emphasis on family history and how they have changed since they were babies in the autumn project *Me & My Community*. They then go onto stories which include more language of past tense and characters portraying kings and queens. This lays the foundation of learning about key historical figures in the British monarchy in later key stages. Some projects include distinct learning about historical figures and events, such as Neil Armstrong and the first moon landing in *Starry Night*. This learning is revisited and built on in Reception when the children learn about space in *What Happens When We Go to Sleep* and developed further in year 1 during *Moon Zoom*.

The highly engaging topic of dinosaurs is introduced in the early years and embedded further in key stage 1. In nursery, children begin to compare the past and present in the topic *Dangerous Dinosaurs*. This learning is continued in year 1 in *Dinosaur Planet* with children learning about the role of palaeontologists and significant individuals such as Mary Anning.

In Reception, children build upon the knowledge from Nursery and revisit important concepts such as significant individuals from the past in *What Happens When We Go To Sleep*. Vocabulary linked to history is also built upon with more detailed accounts of personal events in the topic of *On The Beach*.

### Key Stage 1

In year 1 the children continue to build on their knowledge through revisiting topics from the Early Years Foundation Stage and embedding knowledge of significant individuals, the dinosaur era, language of past and present, as well as making links to personal experiences in the topic of *Memory Box*. Significant events in British history are introduced with the study of the Great Fire of London in the topic *Bright Lights Big City*, which is recapped in year 2 when the children compare historic and modern houses in the topic *Street Detectives*. In year 2 the children begin their journey of using the knowledge of kings and queens gained so far and putting it into context in the topic Towers, Tunnels and Turrets when they are exposed to real life castles and their usage.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people, and places in their locality.

### **Lower Key Stage 2**

In year 3 the children delve deeper into British history and take a close look at prehistoric Britain. It is now they begin to develop a greater understanding of timelines and put things into context. They also begin to explore more challenging concepts of power and influence in their study of the Roman Empire. These topics prepare them for more complex historical topics in upper Key Stage 2.

In the autumn term of Year 4, children resume their learning about British history in the project *Traders & Raiders*. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings, concluding at 1066.

### **Upper Key Stage 2**

In Year 5, the children begin their studies of ancient history with an in depth analysis of the ancient Greeks in the topic *Ground-Breaking Greeks* and Ancient Egypt in the topic of Pharaohs.

These projects enable children to study the significance and influence of ancient civilisations and their prowess and advancements in the world.

In the autumn term of Year 6, children study the more complex historical issues of war and power in the project *A Child's War*. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

Throughout the history scheme, there is complete coverage of all national curriculum programmes of study. The curriculum sequence allows children to embed aspects, concepts and vocabulary as well as strong connectivity of the history scheme with other curriculum subjects.