

History Subject Pathway

History is a driving subject of our Discover projects in the **Autumn Term**. History objectives are also taught within other projects, deepening the learning and providing opportunities to revisit historical skills and knowledge.

EYFS

Key Stage One

Reception Understanding the World: Past and Present

In Reception, we find out about similarities and differences between life now and in the past, drawing on our own experiences and using the settings, characters and events we find in stories to help us find out more. We talk about the lives of people around us and the different roles people can have in society.

Year Two: Discover How do communities change over time?

In Year Two, we begin exploring historical change by thinking about how our school has changed in the last 100 years. We explore and analyse sources that tell us about our school in the past, asking questions to discover how it was similar to, and different from, our school now. We find out about our local community and how it has changed, using visual sources such as historical maps as well as non-fiction texts to research. We begin to evaluate sources, deciding which ones are useful, depending on the question we are trying to answer. We find out about the way our communities have been changed by the arrival of people from different parts of the world, learning about what this experience was like for Floella Benjamin and Mo Farah.

Year One

Year Two

Year One: Discover Whose responsibility is it to care for others?

In Year One, we find out about people who care for others. We ask questions about how nursing has changed over time and use sources to find answers. We use pictures, non-fiction books and stories to build a picture of nursing in the past and now, sorting sources into 'then and now'. We learn about Mary Seacole and Florence Nightingale, finding out about how they looked after people who needed them. We develop our chronological understanding by writing about their lives, getting the important events in the correct order.

Year Four: Discover Do you have to be a leader to make a difference?

In Year Four, we ask questions about leadership and how key individuals in History have changed their communities and inspired others to follow them. We find out about the Roman invasion of Britain, discovering why the Romans came here and what they did when they arrived. We learn about the leadership of Boudicca and how she inspired her own tribe to fight back against invasion. We develop our chronological awareness by creating timelines of these events, building our understanding of the invasion and the battles that followed it. We investigate and analyse historical sources to see what they can tell us about life in Boudicca's army or as a Roman soldier, learning about the experiences of people at the time. We deepen our historical enquiry skills by asking what makes a source reliable or unreliable, considering why it is easier to find out about the Roman leaders than about Boudicca. We begin to consider the idea of bias in sources and use this to help us critically analyse accounts of Boudicca herself.

Year Four: Express

As part of our learning about identity, we find out what it meant to be a Viking. We explore the ways Vikings represented their values and beliefs and used art to signal their belonging to their community.

Year Three: Discover Can people always make their own choices?

In Year Three, we begin to learn about ancient civilisations, starting with the Ancient Greeks. We develop our chronological knowledge in order to create timelines of important events in Ancient Greece. We ask questions about what life was like for people living in Ancient Greece, using sources to find out the answers, comparing the experiences of men and women in particular. We find out about the cities of Athens and Sparta and how different life could be depending on which city you belonged to. We learn to express our opinions, deciding which city we would prefer to have lived in based on the historical evidence we have explored. Asking questions about why historical change happens leads us to find out about the birth of democracy in Ancient Athens. We use our learning to compare democracy then to democracy now, finding out about how Parliament works in the UK.

Lower Key Stage Two

Year Four

Year Three

Year Three: Express
As part of our learning about what it takes to make a family, we find out about the roles and responsibilities of people living in Stone Age Britain, learning about the way people worked together to ensure communities and families were able to survive and thrive.

Upper Key Stage Two

Year Five: Discover Does History remember everyone fairly?

In Year Five, we explore Ancient Egypt, using our chronological skills to create timelines putting this civilisation in the context of others we have learnt about. We use geographical skills to interpret maps in order to understand why ancient civilisations began in particular locations. We use a range of sources and artefacts to understand the hierarchy of Egyptian society, finding out about the lives and powers of the Pharaohs. We consider which groups in Egyptian society we don't have as much information about, asking why fewer sources exist to tell us about the lives of farmers or slaves. We think about who is remembered by History and why this happens, noticing omissions in the sources we are studying.

We find out what happened after the demise of the Ancient Egyptians, tracking some significant artefacts across the globe. In particular, we learn about the journey of the Rosetta Stone to Britain. We use primary accounts and secondary sources to understand the role of colonialism in the discovery of the Rosetta Stone and how it eventually made its way to the British Museum. We consider modern day arguments about who should own important historical artefacts, finding out about the different opinions that exist about this.

Year Six: Discover When should we advocate for others?

In Year Six, we explore the relationship between Britain and the Commonwealth nations, starting with the outbreak of World War Two. We examine primary accounts from Commonwealth citizens in order to understand why they fought for Britain. We find out about the role played by Commonwealth soldiers, particularly in the war against Japan, learning about the 14th Army's successes. We discover why the 14th Army is known as the 'forgotten army', thinking about why some historical events are better known than others. We learn about the impact of the war on Britain and why the British government invited Commonwealth citizens to come to Britain to help rebuild the nation. Exploring primary and secondary sources helps us to understand the experience of immigrants to Britain at this time. We consider the role of key figures and significant events, including the Bristol Bus Boycott, in shaping British society and develop our chronological understanding in order to analyse the impact of successive Race Relations Acts. Our learning about the Windrush Scandal in 2019 helps us to appreciate the way historical events continue to impact on the lives of people in Britain today.

Year Six: Express
We learn about the Mayan civilisation and compare it to life in Britain during the 10th century. We explore Mayan society, religion and architecture and how invasion by the Spanish transformed these things, learning about the impact of invasion on cultures.

Year Five

Year Six

Year Five: Express

As part of our learning about the way art can communicate emotions, we learn about the Surrealist art movement as a response to the horrors of the First World War.