

Our History curriculum is built around the three types of knowledge: conceptual, disciplinary and substantive. In our school, the children do not have the luxury of encountering British and world history in chronological order, and so we develop their understanding of this in a slightly different way.

Every unit is built upon the foundations of four 'Big Ideas' or core concepts which are: hierarchy and power; everyday life; invasion and settlement; and legacy. These foundations offer children insights into the complexities of human societies and consider how they change over time. These four concepts are woven through our entire curriculum and taught explicitly to the children so that they have a strong understanding of these by the end of the curriculum. We have shared definitions of these concepts which are displayed in every room and articulated clearly by every teacher. We agree the specific substantive knowledge for each unit through the lens of these four concepts. This brings a sense of resonance throughout the curriculum.

In every unit, there is a strong focus on the main elements of 'thinking like a historian' which again, is taught explicitly to the children. The main threads we always emphasise are chronological understanding, interpreting evidence and significance. In practice, this means that our teachers always introduce the 'what do we know?' alongside the 'how do we know?' and show the children a variety of primary sources, including videos (of modern history, such as the moon landings or coronation of Queen Elizabeth II), written accounts and archaeological artefacts.

To develop children's chronological understanding, we have an agreement that the first lesson every time we teach history is to narrate the 'long arc of history' so that children form a secure understanding of history before delving into a depth study of a particular time-period, person or event. We do this through the use of a shared 'Story of History' which again is displayed in every classroom.

It is possible that the school structure will change again before the end of this cycle. With an explicit emphasis on the disciplinary knowledge so that children are becoming more confident historians each year, then in theory, any specific historical context could be studied. Curriculum leaders should keep a map of each cohort to see the journey through the history curriculum which each cohort is taking and adapt as necessary.

History Rolling Programme –

EYFS / KS1	Term 1 – local history study	Term 2 – significant people	Term 3 – significant event
	Everyday life and Legacy are the key lenses for history in key stage 1, History woven through lived experience helps children relate to the subject something that can be challenging if the subject is presented in an overtly abstract way. The first two subjects have lots of evidence locally that children will have or be given first-hand experience of. The impact of the industrial revolution to the digital age is everywhere in the locality of Somerset such as: canals and trains to the arrival of the motorway and new business ideas.		
Year 1	Holidays at the seaside – West Somerset Railway / Minehead etc.	Queen Victoria and Queen Elizabeth II – who saw the most change?	Great Fire of London
Notes:	Children will gain an understanding of how the events have changed their locality. The rise and fall of the railway and the legacy this leaves is powerful for our children, many of whom will have visited the heritage railway nearby.	These are two significant individuals who had or at least saw profound changes in their lifetimes.	Children are to gain a sense of how a significant event can have repercussions event today. For example London's building regulations today can be directly linked to this event.
Year 2	The history of Taunton (timelining and chronology focus)	The Life of Mary Anning and her discoveries	History of Space Travel – moon landings and the future
Notes:	Taunton has Stone Age roots, the name comes from the river tone 'tone town'. Saxon King Ine built a fortress that evolved into the stone castle that is a museum today. The children can have some ks2 pre-teaching on the Monmouth Rebellion.	This significant person is also local to our children. They can visit Lyme Regis and Charmouth and walk in her footsteps. The visitor's centre is a wealth of primary and secondary sources on her.	Changes within living memory. Children can ask questions to real witnesses to events and create their own sources. If need be the visitors can be a character to ensure they are sufficiently knowledgeable.

LKS2	Term 1 – British history	Term 2 – World history	Term 3 – local history
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	Legacy is the big theme that weaves across this year. However all four core concepts are clear in the units this year. 30% of language today comes from Ancient Greece Days of the week are named from the Vikings Anglo-Saxon names: 'ey' ending names were of islands Anglo-Saxon words were often shorter and more abrupt Comparisons between Anglo-Saxons tribes and Greek city states Democracy and infrastructure makes explicit links with today. Through Brunel sensitively explore the British Empire (London 2012 Olympic ceremony)		
Year A	Anglo-Saxons (and Vikings) - How England became a kingdom, significant kings: Æthelberht of Kent, Offa, Alfred the Great ..., the evolution of the monasteries	Ancient Greece- Influence of Ancient Greece on modern world: language, sport, democracy, mathematics, technology	Brunel and the Change to Industry: greater freedom of travel/movement of resources, change to empire, communication
Notes:	Children need to know that monasteries were the big business of the time (pg 94 big ideas in history)	Children need to know Ancient Greece and modern Greece were not the same geologically.	The impact of Brunel is evidential in the southwest – specific examples are easily accessible: SS Britain, Clifton suspension bridge, Royal Albert Bridge. Children need to investigate the changes these innovations had on everyday life and the legacy this leaves for today.
	Everyday life: This year the children consider civilisations in detail. The children learn about the achievements of the ancient Egyptians that ran concurrently with stone age British culture but were much more advanced. Children will consider how and why the Egyptians were so much more advanced (climate and the cradle of civilization). Children should appreciate the change in technology from Iron Age to the significant advances that the Romans imported. Power and organisational differences between local tribes and Roman settlers should be explored.		
Year B	Stone Age, Bronze Age, Iron Age	Ancient Egyptians	Romans in Britain
Notes:	This is a unit about changes to people. How technology and thinking change culture, arguably culminating in the birth of British civilisation. Sources and archeology are a bed rock of understanding these people, Stonehenge and the Amesbury archer, Skara Brea or the closer sites of Spinsters Rock and Holne Moor reave	The length of this early civilisation is critical to impress: Cleopatra was born closer to the invention of the I-phone than the construction of the Great Pyramid of Giza. Irrigation and societal organisation gives a clear contrast the early Britons.	Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army. The successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology,

History Rolling Programme –

	system on Dartmoor give fascinating insights into what this time might have been like.		culture and beliefs, including early Christianity need to be made explicit – Roman roads that link up Exeter to Lincoln help give a local context.
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UKS2	Term 1 – British history	Term 2 – World history	Term 3 – local history
	By considering these themes—migration, trade, and cultural influence—one can draw connections between the Vikings, the Indus Valley civilization, and evacuees. All three involve movement of people, interaction with different cultures, and the exchange of goods and ideas, highlighting the interconnectedness of human history across different periods and regions.		
Year A	Vikings (and Anglo-Saxons) Invasion settlers: fight for resources and riches	Indus Valley Civilization	Evacuees – Children in WW2
Notes:	Why where there monasteries that Vikings could raid? How Vikings changed from raiders to settlers (farmer)	Why can't we be as certain about what we think we know about this Civilisation as others? (Not being able to translate the language).	This significant event in British history can give children a lens into how WW2 impacted all parts of society. There is a wealth of local impact of evacuees that can be used to support their learning.
	Hierarchy and Power is the lens for comparing themes across history this year. Architecture projects power, ie a castle is great for defence but also tells a population who is in charge. (pg 113)		
Year B	Architecture through the Ages	The Mayans	The Monmouth Rebellion
Notes:	Architecture is a tangible connection to history. Learning about ancient buildings, medieval castles, or modern skyscrapers provides children with a concrete way to grasp historical timelines and events, making history more engaging and relatable. Introducing children to architectural styles and structures from different periods and cultures helps them appreciate global diversity and heritage. It fosters an	Providing a good comparative to life in Britain at the time. Cultural similarities and difference. Children can explore the impact western explorers have had on our culture today as they brought back new and exotic items that are considered ordinary today.	Children will consider the changing role of the Monarchy. By using the excellent exhibit at Somerset museum children see primary and secondary sources to appreciate the physical and human geography of this important historical event.

History Rolling Programme –

	understanding of how architecture reflects cultural values, historical events, and societal changes.		
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