

History 2026 - 2027

Curriculum Intent Statement

NC: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our Intent: The curriculum is detailed, and knowledge based. It promotes a variety of substantive and disciplinary specific skills, taught using a variety of physical and written artefacts and sources. It allows for the teaching of British History and how things have changed and progressed then takes that foundation and expands the children's learning to Ancient Civilisations from across the world. It also contains opportunities for cross curricular learning including Art, Geography, Reading and Writing.

ELGs related to Subject and Topics

Understanding the world: Present

Talk about the lives of the 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Understanding the world: Past

Understanding the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and communities

To understand differences and similarities between my life and some one in another place or time

Geography and History are taught in alternative half terms. For example, in year 1, where Geography is taught in Autumn 1. History is then taught in Autumn 2.

HT 1 **HT2**

	Topic	Year 1		Topic	Year 2	
Autumn	Changes within living memory (6 Week Block)	What children will learn: • How have I grown or changed? • How has my community changed? • Why are things different in the past? • Why are some things the same as the past?	What children will be able to do • Identify changes in themselves • Recognise things they do know that they couldn't as an infant • Understand that their home may have been a lot different in the past • Identify places in GY that have changed overtime • Identify places or features that have stayed the same • Understand why some change and some don't	Events beyond living memory: Great fire of London (6 Week Block)	What children will learn: • Where is London? • Why is London important? • When did the fire happen? • What caused the fire? • What happened to London because of the fire?	What children will be able to do • Locate London on a simple map • Understand that it is the capital city • Understand why it is the capital • Understand and use simple timelines • Identify key moments from the fire. • Understand that the fire had wider impacts on London (health and living conditions)

Spring	Lives of Significant people: Mary Anning (3 Week Block)	What children will learn: • Who is she? • What did she discover • How is she remembered? • Why is she important?	What children will be able to do • Explain what a Palaeontologist is • Describe what she did? • Understand how women were treated at the time	Significant People and events: Georgian Yarmouth (3 Week Block)	What children will learn: • What is modern GY like? • What was Georgian GY like? • How do they compare?	What children will be able to do • Describe what life is like in modern Great Yarmouth • Describe aspects of Georgian Great Yarmouth • Compare the two time periods
	Lives of Significant people: David Attenborough (3 Week Block)	What children will learn: • Who is he? • What did he discover • How will he be remembered? • Why is he important?	What children will be able to do • Explain what a naturalist is • Describe key moments of his career • Identify the significance of his impact on the health of the planet	Significant People and events: Lord Nelson (3 Week Block)	What children will learn: • Who was he? • What is his connection to GY? • Why is he important?	What children will be able to do • Explain who he was • Identify his connection to us • Describe key events in his career and life

Summer	Lives of Significant people: Pioneers (3 Week Block)	What children will learn: • What is a pioneer? • Who is Neil Armstrong? • What did they achieve? • What did they overcome?	What children will be able to do • know what an astronaut is • Understand the significance of the moon landing • Describe key moments of the moon landing	Events beyond living memory: Great fire of London revisit (6 Week Block)	What children will learn: • What facts can we recall? • What is a timeline? • Where does the fire place on a timeline? • How did London change? • How do we know about it? • Who was Samuel Pepys?	What children will be able to do • Recall key facts about the fire • Describe how a timeline works • Correctly add events to a timeline • Understand what life was like at the time • To know how life improved in London after the fire • Identify parts that stayed the same and parts that were redesigned
	Lives of Significant people: Explorers (3 Week Block)	What children will learn: • What is an explorer? • Who are, Mae Jemison, Tim Peake and Bernard Harris Jr? • What did they achieve? • What did they overcome?	What children will be able to do • Identify facts about them and their careers • Understand their significance and why we study them • To know why we want to explore space			

	Topic	Year 3		Topic	Year 4	
Autumn	Stone age – Bronze age (6 Week Block)	What children will learn: - Recap What is a timeline? - What are the three periods of the Stone age? - Where do the place on a timeline? - What was the Stone age like? - How did humans change? - How do we know about this period?	What children will be able to do - To be able to explain how a timeline works - To know the difference between BCE and CE - Identify the three periods and place them on a timeline - Explain why it's called the stone age - Describe how we lived - Understand that this was the beginning of modern humans	Anglo Saxons (6 Week Block)	What children will learn: - Who were the Saxons? - Where do they place on a timeline? - What was Britain like before they arrived? - Why did they come? - How did Britain change? - What were their beliefs? - What was daily life like? - What did the country look like under their rule?	What children will be able to do - Explain who the Saxons were - Identify the time period and place it on a timeline - Describe British life before they arrived - Understand why they came - Identify important gods and ceremonies - Describe what a day in the life of a Saxon was like - Understand that Britain was broken in to small kingdoms - Identify the kingdom we live in and who ruled us

Spring	Bronze age – Iron Age (6 Week Block)	What children will learn: • What is the Bronze age? • Where does it place on a timeline? • Why is it called the Bronze age? • What was different to the Stone age? • When did it end? • Why did it end?	What children will be able to do • Explain why it's called the bronze age • Describe how we lived and how it changed from the stone age • Identify the place on a timeline and how it overlaps with other periods • Explain why it's called the iron age • Describe how we lived and how it changed from the bronze age • Identify the place on a timeline and how it overlaps with other periods	Saxons – Vikings (6 Week Block)	What children will learn: • Who were the Vikings? • Where do they place on a timeline? • Why did they come? • How did Britain change? • How do they compare to the Saxons? • What were their beliefs? • What was daily life like? • What did the country look like under their rule?	What children will be able to do • Explain who the Vikings were • Identify the time period and place it on a timeline • Understand why they came • Describe what the did when they got here • Identify important gods and ceremonies • Describe what a day in the life of a Viking was like • Understand that they came here for land, cattle and gold • Explain why many of them decided to stay
--------	---	---	---	------------------------------------	--	---

Summer	Roman Civilisation (3 Week Block)	What children will learn: • Who were the Romans? • Where do the sit on a timeline? • What was Rome like? • Why were they powerful?	What children will be able to do • Identify Rome on a map • Place the Roman empire on a timeline • Describe life in Ancient Rome • Understand that they had the first professional army and that is why they were successful	Ancient Egypt (6 Week Block)	What children will learn: • Who were they? • Where is Egypt? • Where do the place on a timeline? • What were the three periods called? • Why do we study them? • What were their beliefs? • What was daily life like? • What did the country look like under their rule?	What children will be able to do • Identify Egypt on a map • Place the Egyptian empire on a timeline • Describe life in Ancient Egypt • Understand that they were amazing architects • Know the difference between the old, middle and new kingdoms • Identify important gods and ceremonies • Describe what a day in the life of an Egyptian was like • Understand and describe how important belief in the afterlife was • Describe the mummification process
	Rome and its impact on Britain (3 Week Block)	What children will learn: • What was Britain like before the Romans? • Why did they invade Britain? • Who was Boudicca and why is she important?	What children will be able to do • Identify reasons for the invasion • Describe iron age life • Understand why Boudicca revolted • Describe the key parts of her revolt and why it ultimately failed			

	Topic	Year 5		Topic	Year 6	
Autumn	Ancient Greeks	What children will learn:	What children will be able to do	Local study: How did ww2 effect Great Yarmouth	What children will learn:	What children will be able to do
	(6 Week Block)	- Who were they? - Where is Greece? - Where do the place on a timeline? - Why do we study them? - What is their continuing impact? - What were their beliefs? - What was daily life like?	- Identify where the Greek civilisation was - Place the civilisation on a timeline - Describe key aspects of their empire - Understand why they are so significant - Explain Greek creations we still use today - Identify important gods and ceremonies - Describe what a day in the life of a Greek was like - Understand some of their more unique cultural traits	(6 Week Block)	- When was WW2? - Why did it happen? - Who was involved? - How is it remembered? - Why is it remembered? - What was the "Friendly invasion"? - Why were there so many airbases in East Anglia? - What events impacted our area?	- Place WW2 on a timeline - Explain significant events of the war. - Understand the impact of the war - Describe different ways it is remembered - Identify our allies - Describe why so many American and Canadian soldiers arrived in Anglia - Understand how and why Anglia was used for so many airbases.

Spring	Mayan Civilisation (6 Week Block)	What children will learn: • Who were they? • Where was their kingdom? • Where do they sit on a timeline? • What were their beliefs? • What was daily life like? • What did the country look like under their rule? • What did they achieve?	What children will be able to do • Identify where the Mayan civilisation was • Place the civilisation on a timeline • Describe key aspects of their empire • Identify important gods and ceremonies • Describe what a day in the life of a Mayan was like • Understand some of their more unique cultural traits	Beyond 1066: 5 Monarch comparison William the Conqueror Henry VIII Elizabeth I Charles II Victoria (6 Week Block)	What children will learn: • Who were they? • When did they reign? • What did they achieve? • What significant events occurred during their reign? • How are they remembered? • Are there any political similarities in their reigns? • Are there any cultural similarities in their reigns? • Which monarch do you think is the most significant? • Why?	What children will be able to do • Explain key events from each reign • Describe important events each monarch over saw • Identify good and bad points from their rule • Compare each monarch • To research each monarch and draw their own conclusions • Explain key events from each reign • Describe important events each monarch over saw • Identify good and bad points from their rule • Compare each monarch • To research each monarch and draw their own conclusions
--------	--	--	--	--	---	--

Summer	Comparing Saxons and Mayans (6 Week Block)	What children will learn: (Recap) • Who were the Saxons? • What was Britain like during their rule? • Who were the Mayans? • What was life like under their rule? • Are there any cultural similarities? • Are there any cultural differences? • Are there any political similarities? • Are there any political differences?	What children will be able to do • Recall key facts about the Saxon civilisation • Recall key facts about the Mayan Civilisation • To research similarities and differences • To be able to compare the two civilisations to create their own informed opinion about each one • Explain positive and negative aspects from each civilisation	Beyond 1066: Wind Rush generation (6 Week Block)	What children will learn: • Where are the Caribbean islands? • What is the Commonwealth? • How did they help during WW2? • Why did they migrate to the UK? • What was life like for them here? • How were they treated?	What children will be able to do • Identify the Caribbean islands on a map • Describe the significance of the commonwealth • Explain how and why they fought in WW2 • Understand the fragile state of race relations in 1960's Britain • Describe what life was like when they arrived here • Explain how and why they were treated badly
--------	--	--	--	--	--	--