



Shepherdswell Academy History Curriculum - Overview



Why Teach History?

History allows us to understand our past, which in turn allows us to understand our present. By studying history, we are able to identify the social and cultural changes and developments, encouraging understanding of why certain events happened and therefore helping pupils to consider the outcomes and consequences of theirs and others' choices and actions.

History provides us with insight into our cultures of origin as well as cultures with which we might be less familiar. This allows pupils to increase their cross-cultural awareness and understanding of people, beliefs and the world.

It enables us to learn about the influence of significant individuals in the past and recognise how they have contributed to national and international achievements.

Learning the history of topics such as the Civil Rights in America helps us to understand why some rules and laws were created and encourages students' motivation to improve society and the world further.

Through teaching history, we promote pupils to exercise their critical thinking and writing skills which will be important in their future academic, professional and personal lives.

Substantive Themes and First Order Concepts

Our curriculum enables pupils to gain historical perspective by placing their growing knowledge into different contexts.

Cultural	Economic	Military
Political	Religious	Social

These substantive themes are mapped through the curriculum to ensure that pupils revisit them in different contexts, developing their schema related to each one.

Disciplinary Knowledge - Second Order Concepts and Enquiry

Pupils make progress in history by developing an understanding of how historians investigate the past, and how they construct historical claims, arguments and accounts.

Enquiry questions are at the heart of the history curriculum providing a framework for pupils to understand the past and to structure their knowledge. By framing each unit and lesson through enquiry questions we are mirroring the historical process and developing disciplinary knowledge.

Historical Significance

Continuity and Change

Similarities and Differences

Cause

Consequence

Chronological Understanding

Sound chronological understanding is required to build a coherent knowledge and understanding of the past.



In Reception the pupils learn about the past and present in relation to their life and the lives of their family.

In KS1 the curriculum is focused on allowing pupils to understand the difference between now and the past and to start to place their understanding into a chronological framework.

In KS2 the curriculum is taught in chronological order supports pupils to recognise where new learning fits into the framework of what they already know and recognise connections between what has gone before and the period now being studied. The aim is to build a bigger inter-related picture of history and not just unrelated, isolated pockets of knowledge.

Local, National and International History

Pupils need to develop a real sense of time, period and narrative encompassing local, national and international history and how they relate to one another.

We engage with the Museum of London Archaeology (MOLA) to deliver workshops to provide a local context to periods of history being studied.

Examples	Local	National	International
	Great Fire of Northampton (Y2)	British Seaside (Y2)	Ibn Battuta (Y2)
	Bletchley Park/ Walter Tull (Y6)	Roman impact on Britain (Y4)	Maya (Y5)
		The Blitz (Y6)	

Diversity

The curriculum is designed to ensure that pupils encounter diversity within their historical learning.

For example:

- Comparing significant individuals from history and how they are remembered (e.g., Mary Seacole and Florence Nightingale, Mary Anning and Charles Darwin)
- Civil rights (Yr6)
- Contrasting world histories from the same period (e.g., Britain during the Anglo-Saxons & Vikings and the Maya)



Shepherdswell Academy

History Curriculum Map – EYFS and KS1



Key Concepts	Cultural	Economic	Military	Political	Religious	Social
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EYFS	Year 1						Year 2																	
	Autumn			Summer			Spring			Summer														
<p>Early Learning Goal: Past and Present</p> <ul style="list-style-type: none"> Children talk about the lives of people around them and their roles in society They know some similarities and differences between things in the past and now drawing on their experiences and what has been read in the class. They understand the past through settings, characters and events encountered in books read in class and story telling <p>Typical learning experiences include:</p> <p>They engage in conversations which promote the language of time, talking about yesterday, tomorrow, last week, etc.</p> <p>They have access to appropriate books about people who lived in the past and have visits to museums etc where they see different lifestyles from the past.</p> <p>They celebrate festivals that commemorate events of the past.</p> <p>They think about the development of skills, tools, etc and changes over time.</p> <p>The kind of activities they might engage in:</p> <p>The passing of time: Children talk about themselves and their families, who they live with, who is important to us and the different generations. Talking about relationships, parents, grandparents, ourselves as babies, toddlers, small children, older brothers and sisters, birthdays etc.</p> <p>The children collect photos of themselves and their families at different ages and sort and categorise them into those that were earlier, which happened before others, what changes they can see. They collect clothes they no longer wear that are too small and link these with ages, e.g. baby clothes or having a new baby visit important adults as babies.</p> <p>Times of the day, days of the week, months of the year: children learn songs and thymes, keep a visual timetable. They keep a birthday board and discuss the passing of the months/years.</p> <p>Historical events celebrated – link to ‘The World’: festivals that different people celebrate because of historical events. E.g. bonfire night, art, music, poems. Remembrance Day. Including recent history: remembering the period of Covid and what we did to stay safe, what we did to cheer ourselves up (Captain Tom, NHS, rainbows)</p> <p>Learning about Royal events as they happen – photos, art, food, clothing etc. Role-play.</p> <p>Thinking about the future – role-play related jobs they want to do when they grow up.</p>	<p>Family Album (Changes within Living Memory)</p> <p>KE1: Introduction</p> <p>a) What is History?</p> <p>KE2:</p> <p>a) What is your History?</p> <p>b) What is your family History?</p> <p>KE3:</p> <p>a) What is your Schools History?</p> <p>b) What is the history of Northampton/ Milton Keynes?</p> <p>Local History Study (School and Immediate Area)</p>						<p>Natural History – Charles Darwin and Mary Anning</p> <p>a) Who was Charles Darwin and what did he achieve?</p> <p>b) Who was Mary Anning and what did she achieve?</p> <p>c) Who was George Washington Carver and what did he achieve?</p> <p>d) Why were these achievements such a big deal? (impact)</p> <p>e) Who achieved more for the world?</p>						<p>Disease and Medicine – Mary Seacole and Florence Nightingale</p> <p>KE 1: What caused the most illness? Is there a cause that reoccurs through history?</p> <p>a) What is medicine?</p> <p>b) What illnesses did people suffer from?</p> <p>c) What caused the plague and how many people died in the 1660s?</p> <p>KE2: Who tried to prevent the spread of disease?</p> <p>a) Who were the main pioneers of medicine?</p> <p>b) Who were Florence Nightingale and Mary Seacole and what did they do?</p> <p>c) What conditions did Florence Nightingale and Mary Seacole face?</p> <p>KE3: How did people prevent the spread of disease?</p> <p>a) What innovations did Florence Nightingale and Mary Seacole use?</p> <p>b) What impact did Florence Nightingale and Mary Seacole innovations have on the soldiers?</p> <p>c) Why did some advances happen faster than others?</p> <p>KE4: How are Florence and Mary remembered today?</p> <p>a) How do we know about them today?</p> <p>b) How do people refer to the two women?</p> <p>c) Did both women receive the same amount of acclaim? If not, why not? Was this right?</p> <p>KE5: Which innovation is the most important and why?</p> <p>a) Do we still use innovations Mary and Florence used?</p> <p>b) How have innovations progressed?</p> <p>c) What medical innovations do we use today, and which innovation is the most important?</p>						<p>Explorers – Ibn Battuta</p> <p>KE 1: What does it mean to be an explorer?</p> <p>a) What do explorers do?</p> <p>b) Where do explorers go?</p> <p>c) What motivates people to become an explorer?</p> <p>KE 2: Are all explorers similar? What do explorers wear?</p> <p>a) How do explorers travel around?</p> <p>b) Are there any similarities between explorers?</p> <p>KE 3: What makes Ibn Battuta significant?</p> <p>a) What makes someone significant?</p> <p>b) Who was Ibn Battuta?</p> <p>c) What do sources tell you about Ibn Battuta?</p> <p>d) When did he live?</p> <p>e) Where did Ibn Battuta travel to?</p> <p>KE4: What are some of the stories Ibn Battuta told about his journeys?</p> <p>a) Who did he meet on his travels?</p> <p>b) What conditions did he face?</p> <p>c) What do the stories tell us about life in some of the countries in which he visited?</p> <p>KE5: What was the impact of his explorations?</p> <p>a) Why is Ibn Battuta remembered?</p> <p>b) What were the most important events in his life of his life?</p> <p>KE6: How do we know about Ibn Battuta?</p> <p>a) How did he remember all the adventures he had?</p> <p>b) What information do we have about his life?</p> <p>c) Is some information about Ibn Battuta more useful than others?</p> <p>KE 7: How has exploration changed over time?</p> <p>a) How have methods changed?</p> <p>b) How have the changes impacted success?</p>					
	<p>The Gunpowder Plot</p> <p>a) .</p> <p>b) Why did Guy Fawkes try to blow up the Houses of Parliament?</p>						<p>Royalty - Elizabeth I and Elizabeth II</p> <p>Key Enquiry 1: Elizabeth II</p> <p>a) Who is Elizabeth II?</p> <p>b) What does the Queen do?</p>						<p>The Great Fire of London</p> <p>KE1: How can sources help us to learn about life in Stuart London?</p> <p>a) What occupations were common in 1666?</p> <p>b) What were houses made of in 1666?</p> <p>c) What conditions did people live in?</p> <p>d) Were people in good health?</p> <p>KE2: Could anyone have stopped what happened on the 2nd September 1666?</p> <p>a) How did the fire start?</p> <p>b) Where did the fire start?</p> <p>c) What happened in the days after the fire started?</p> <p>KE3: What was it like at the height of the fire?</p> <p>a) How do we know how people reacted to the fire?</p> <p>b) Why did the fire spread so quickly?</p> <p>c) What happened to the homeless people?</p> <p>KE4: What was left after the fire?</p> <p>a) How was the fire finally extinguished?</p> <p>b) How much of London was destroyed? c) When were houses rebuilt?</p> <p>c) What did the king do to improve London?</p> <p>Local History Study</p> <p>KE5: Has there been a great fire in our town or local area?</p> <p>a) Where and when has there been fires?</p> <p>b) What was the source of the fire?</p> <p>c) How was the fire controlled?</p> <p>d) What impact did the fire have on the area?</p>						<p>The British Seaside</p> <p>KE 1: Why were seaside holidays popular?</p> <p>a) When do we go on holiday?</p> <p>b) Was it affordable for everyone to go on holiday in the past?</p> <p>c) How did people travel to seaside locations?</p> <p>d) Why did people believe that seaside holidays were good for you?</p> <p>KE 2: How do we know what holidays were like in the past?</p> <p>a) What can we learn from the photographs?</p> <p>b) How did people dress to go to the seaside?</p> <p>c) What activities did people do at the seaside?</p> <p>d) Can you see things that remind you of your holidays in the photographs?</p> <p>KE3: Do we go to the seaside for the same reasons as people in the past?</p> <p>a) Why do we go on holidays?</p> <p>b) What the advantages of going on holiday instead of staying at home?</p> <p>KE 4: How have seaside holidays changed?</p>					
	<p>Toys (Changes within Living Memory)</p> <p>a) What are our favourite toys?</p> <p>b) What toys did our parents and grandparents play with?</p> <p>c) What were toys made from in the past?</p> <p>d) How are toys today different to toys of the past?</p> <p>e) Can you become toy history detectives and identify differences?</p> <p>f) Can you become a toy inventor?</p>						<p>Key Enquiry 2: Elizabeth I</p> <p>a) Who is Elizabeth I?</p> <p>b) What did she do?</p>																	
	<p>Key Enquiry 3: A comparison</p> <p>a) How do these two Queens compare?</p>																							

Historical Knowledge and Enquiry Questions

Every child deserves to be the best they can be