

**VISION FOR: History**

At Kobi Nazrul, the teaching of History enables us to learn from the past  
History helps us understand change and the development of society  
as well as define who you are and where you came from.

**PRINCIPLES AND RATIONALE**

Through our History curriculum we want all our children to have a coherent knowledge and understanding of Britain's past as well as the wider and Ancient World.

We have designed our curriculum so that knowledge and skills are built on year on year, using our key concepts to help frame the learning. For example, looking at power through invaders and asking questions around reasons for invasions, are they always the same? Linking these across phases and to previous learning.

Or looking at legacy within each topic, what did they leave behind? Is legacy always a good thing? And so on.

Through our curriculum we provide children with opportunities to ask and answer Questions. To think critically, weigh up evidence, look at accounts from different perspectives and make their own judgement using what they have found to back up their ideas.

	Term 1	Term 2	Term 2
<b>Cycle A YEAR 1 &amp; 2</b>	<p><b>Local History</b> The History of the Thames</p> <p><b>British History</b> Significant historical events, people and places in their own locality – <u>Isambard Kingdom Brunel</u></p> <p><b>Black History: Rosa Parks Chronology &amp; Legacy</b></p>	<p><b>British History</b> Significant historical events, people and places in their own locality: <i>Francis Drake</i> <i>Christopher Columbus</i></p> <p><b>World History</b> Lives of significant individuals in the past who have contributed to national and international achievements. <i>Jacques Costeau</i> <i>Chronology &amp; Legacy</i></p>	<p><b>World History</b> Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. *David Attenborough / Christopher Columbus Chronology &amp; Legacy</p>
<b>Cycle B Year 1 &amp; 2</b>	<p><b>Local History: Changes in Living memory – Our street/ borough</b> *The Great Fire of London *The Monument</p>	<p><b>British History</b> Significant historical events, people and places in their own locality: <i>George Stephenson</i></p>	<p><b>World History</b> Events from beyond living Memory that are significant nationally – SS Windrush, Notting Hill Carnival</p>



	<p>*London’s changing skyline *Samuel Pepys <b>British History</b> Significant historical events, people and places in their own locality <b>Black History:</b> Laura Henry Allain See black &amp; British – The Tudors pg. 14 + Tudors &amp; Stuarts Chronology &amp; Legacy</p>	<p><b>World History</b> Lives of significant individuals in the past who have contributed to national and international achievements. <b>Amelia Earhart</b>  <b>Chronology &amp; Legacy</b></p>	<p>BH: Windrush Chronology &amp; Legacy</p>
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 2</b>
<p><b>Cycle A</b> <b>YEAR</b> <b>3 &amp; 4</b></p>	<p><u>Local History Themes</u> <b>Royal Buildings</b>  BHM – Statues &amp; the slave trade  Describe events that happened in the past using specific dates Carry out research on a particular topic and present my findings Understand/explain how the past has shaped the present</p>	<p><u>British History</u> <b>The Roman Empire and Its impact on Britain</b> BH David Olusoga – Black &amp; British pg. 8 &amp; 9 – The Romans Describe events that happened in the past Can talk/write about what life would have been like for early settlers Use various sources to find answers to questions posed Know how different groups went about their daily lives and compare their lifestyles.  Carry out research on a particular topic and present my findings.</p>	<p><u>World History</u> <b>Ancient Egyptians</b> Use a timeline State how long-ago things happened. Can talk/write about what life would have been like Understand/explain how the past has shaped the present. Know how different groups went about their daily lives and compare their lifestyles. Know how artefacts can help us build a better picture of the past. Begin to understand how and why decisions were made in the past. Carry out research on a particular topic and present my findings.</p>



<p style="text-align: center;"><b>Cycle B</b> <b>Year</b> <b>3 &amp; 4</b></p>	<p><b><u>Local History</u></b>  <b>Victorian London</b> – Rich v poor          BHM – Mary Seacole          BHM David Olusoga – pg. 42, Black Victorians          Describe events that happened in the past using specific dates          Carry out research on a particular topic and present my findings          Understand/explain how the past has shaped the present          Use various sources to find answers to questions posed          Form open questions</p>	<p><b><u>British History</u></b>  <b>Stone Age to The Iron Age</b>          Describe events that happened in the past          Can talk/write about what life would have been like for early settlers          Use various sources to find answers to questions posed          Know how different groups went about their daily lives and compare their lifestyles.</p> <p>Carry out research on a particular topic and present my findings.</p>	<p><b><u>World History</u></b>  <b>Mayan civilization c. AD 900; 900-1300</b>          Use a timeline          State how long ago things happened.          Can talk/write about what life would have been like          Understand/explain how the past has shaped the present.          Know how different groups went about their daily lives and compare their lifestyles.          Know how artefacts can help us build a better picture of the past.          Begin to understand how and why decisions were made in the past.          Carry out research on a particular topic and present my findings.</p>
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 1</b>
<p style="text-align: center;"><b>Cycle A</b> <b>Year</b> <b>5 &amp; 6</b></p>	<p><b><u>Local History</u></b>          Thames          Bridges – How did they change London?  <b>BHM:</b> Slave trade &amp; the docks          Use dates and historical periods in my language.          Create a timeline about a specific topic          Summarise the main events from a specific period of time.          Understand and show how history shaped the world we live in today.</p>	<p><b><u>British History</u></b>  <b>The Vikings</b>          Use dates and historical periods in my language.          Order events and use specific vocabulary to describe when they happened.          Create a timeline about a specific topic e.g. the development of weapons.          Ask and answer searching questions.          Describe a key event from Britain’s past using a range of evidence from different sources.</p>	<p><b><u>World History</u></b>          A non-European society that provides contrasts with British history          Benin (West Africa) c. AD  <b>BH</b> Artefacts in the British Museum, is it immoral to keep them there?          Understand and show how history shaped the world we live in today.          Show an understanding of how things have changed over time and in some instances explain why.</p>



	<p>Show an understanding of how things have changed over time and in some instances explain why. Legacy – How have bridges shaped the London we live in today?</p>	<p>Legacy – What have the Vikings left behind?</p>	<p>Describe changes, similarities and differences between different historical periods. Legacy – Should we return artefacts to the Benin?</p>
<p><b>Cycle B</b> <b>Year</b> <b>5 &amp; 6</b></p>	<p><b>Local History</b> London during the war – Food <b>BHM</b> – Windrush - who fought in WW2 Key concept - Power Who had power, who wanted power and how was it obtained? <b>BHM</b> David Olusoga – pg. 62, pg. 66 Windrush today <b>Legacy</b> –What impact did WW2 have on the local area and the makeup of our community</p>	<p><b>British History</b> Settlements by Anglo Saxons and Scots Who were the Anglo Saxons &amp; Scots? Why did they settle here? Where did they settle? <b>Legacy</b> – What did the Anglo Saxons Leave behind</p>	<p><b>World History</b> Who were the Ancient Greeks? What life was like for the Ancient Greeks The Olympics, Gods and Goddesses, Art, Greek inventions, Food, Architecture and Language  <b>Legacy</b> – What did the Greeks leave behind?</p>
<p>EYFS - CYCLES A AND B (Please see separate EYFS Subject overview for further detail)</p>	<p style="text-align: center;"><b>What skills do we want children to develop across topics in the EYFS? (Birth to 5 Matters, Ranges 4,5,6):</b></p> <ul style="list-style-type: none"> <li>• Develops a sense of belonging to their family and their key carer</li> <li>• Recognises key people in their own lives</li> <li>• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Talks about past and present events in their own life and in the lives of family members</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Developing an understanding of growth, decay and changes over time</li> </ul>		



## WORKING WITH AND THROUGH OUR KEY CURRICULUM CONCEPTS

### Change

Historical changes take place through the process of cause and effect. The past is concrete and unchangeable but history is an ongoing conversation about the past and its meaning.

- How and why power changes hands
- How beliefs have changed throughout history
- How conflicts change the world we live in
- How inventions have changed the world for good and bad
- How we learn from changes in the past

### Power

The power of history allows us to dismiss falsehoods, including those uttered by our leaders. How power has been used and abused throughout time.

- Who had power (individual & groups)
- Who used it for good and bad
- How was/is power used
- How did power change hands?
- What does power look like in different historical periods?
- Do we need a royal family?

### Identity and Belonging

History provides us with a sense of identity. People need to develop a sense of their collective past. Events in the past have made us what we are today. History prepares us to live more humanely in the present and to meet the challenges of the future because it provides us with understanding of the human condition. The need to *belong* is rooted in all our *histories*.

- Why do people identify with different groups throughout history?
- What made people feel like they did or didn't belong
- Why did people move from one country to another?
- When did an invader become a settler?
- Family trees



- **Equality and Equity**

Groups throughout history and how they have been treated and the long-term impact this has on today.

- Why have groups been ostracized throughout history
- How has E&E changed over time
- The long-term impact of E&E including today
- Which groups or individuals have fought for equality and equity
- What does E & E look like in different historical periods

- **Connections**

Making connections with the past to help understand the world we live in today.

- Understanding how history repeats itself
- How history impacts today
- Connecting how and why things change over time and how and why some don't

- **Legacy**

Helps us understand the world we live in today.

- How history impacts us today
- How we can learn from the success and failures throughout history
- Where would we be without....
- Future legacies

