



History Long Term Overview – 2024/2025

INTENT						
<p>Through our History Curriculum at Broomfield, we are passionate about our children being: curious about the past, gaining a secure knowledge and understanding of Britain's past and that of the wider world, becoming critical thinkers and understanding the process of change. Our History curriculum teaches our children to appreciate the diversity of societies and to understand their own identity.</p> <p>These skills are embedded within history lessons and developed throughout their journey of the history curriculum through deeper learning. By the end of their primary education, our children will have a chronological understanding of British history from Stone Age to present day. They will be able to draw comparisons and make connections between different time periods and their own lives through their understanding of world history.</p> <p>We strive to create a supportive and collaborative ethos for learning by providing investigative learning opportunities. Emphasis is beginning to be placed on analytical thinking which helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world.</p>						
IMPLEMENTATION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p>My past, present, future.</p> <p>Families</p> <ul style="list-style-type: none"> • When I was a baby • Family trees • Sense of chronology- before I was born, before I came to school, where will I be next year? <p>Our school year- what</p>	<p>Transport in the past- horse and carriage, motor cars, penny farthing.</p> <p>Modern transport – Japanese bullet train, hover craft, racing cars, aeroplanes.</p> <p>Ernest Shackleton – The South Pole</p>	<p>The moon landing- Neil Armstrong</p> <p>The international space station. When and why it was built and launched.</p> <p>Our solar system</p>	<p>Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now.</p> <p>How farming worked in the past; use of horses and carts,</p>	<p>The Story of King John and the Magna Carta (Teachers to tell story based on historical events)</p> <p>Locally significant areas in the past e.g. a local historical building</p>	<p>Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch.</p>

	we will do this year?	challenges of the journey		horses and cows pulling ploughs. Present day use of machinery in farming.	King Charles coronation in Westminster Abbey.	Stories from different cultures; Anansi the spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon
Year 1		Discovering history		Kings and Queens		Parliament
Year 2		Tudors	Romans	Powerful Voices		
Year 3	Stone Age to Iron Age		The Anglo Saxons, Scots and Vikings		War of the Roses	
Year 4	Ancient Greece		Anglo Saxons (Next year only)			
Year 5	Industrial Revolution	Victorians		Early British Empire	Transatlantic Slave Trade	
Year 6	World War 1		The Rise of Hitler/WW2/Holocaust		The Cold War	

IMPACT	Our learners will have a good understanding of chronology and will be able to compare different events studied. They will be able to use a wide range of sources to support their knowledge of history and will be able to determine which sources are reliable and explain why. They will develop a good understanding of the different historical subjects studied and be able to recall different facts from this time, and understand how and why these events have shaped Britain today.
Article	<p>Article 28 Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p> <p>Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>