

Whole School History Curriculum Overview 2025-26:

History curriculum drivers: What does a child's understanding look like of these ideas in each year group? How does their understanding of these terms build on what they have learned before?

EMPIRE

MONARCHY

MIGRATION

CIVILISATION

RESISTANCE

INVASION

	Autumn	Black History Month	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Family: What's my history?	Who are Ruby Bridges and Rosa Parks famous? RESISTANCE	-	Why do we remember Dick Whittington? CIVILISATION	-	How are my toys the same or different from toys in the past? CIVILISATION	-
Year 2	-	Who was Barbara Hillary and what did she achieve? MIGRATION	-	What made the Great Fire of London so great? MONARCHY EMPIRE	What's special about Florence Nightingale and Mary Seacole? MIGRATION EMPIRE	Who's the best queen? EMPIRE	-
Year 3	How did Britain change from the Stone Age to the Iron Age? MIGRATION	What is significant about the Notting Hill Carnival? MIGRATION	-	How did Britain change from the Stone Age to the Iron Age? MIGRATION	-	What happened when the Romans came? INVASION RESISTANCE CIVILISATION EMPIRE	-

Year 4	What did the Ancient Greeks do for us? CIVILISATION EMPIRE	How have black inventors and scientists shaped our world? MIGRATION	-	-	Were the Anglo Saxons bad for Britain? INVASION MIGRATION	Vikings: raiders or traders? INVASION MIGRATION	-
Year 5	The Elizabethans: all banquets and fun? MONARCHY EMPIRE	<i>Discrimination and resistance: what was the Bristol Bus Boycott?</i> MIGRATION RESISTANCE	Who was the most significant British monarch? MONARCHY EMPIRE	-	-	Why should we study the Maya? CIVILISATION	-
Year 6	How did World War II impact life in London? INVASION RESISTANCE EMPIRE	The Forgotten Fighters: How did Black soldiers help win WWII? INVASION RESISTANCE EMPIRE	-	Why did the civilisation of Ancient Egypt last for 3.000 years? CIVILISATION EMPIRE		-	-

Knowledge...	Skill...	Practice...
<u>Grafton's historical themes</u> These are the five themes that run throughout Grafton's history curriculum. The knowledge that children learn within each topic can be grouped within these themes.	<u>Grafton's historical skills</u> These are the five historical skills that run throughout Grafton's history curriculum.	<u>Grafton's topics will include...</u> • Year 1: Families, Rosa Parks and Ruby Bridges, Dick Whittington and Toys. • Year 2: The Great Fire of London, nurses and monarchy. • Year 3: Stone Age, Iron Age, Bronze Age, Notting hill Carnival and Romans. • Year 4: Ancient Greece, Vikings and Anglo Saxons. • Year 5: Elizabeths, Monarchy and the Maya. • Year 6: WW2 and Ancient Egypt.
• Empire • Monarchy • Migration • Civilisation • Resistance • Invasion	• Ask and answer questions • Group, sort, compare and contrast • Sequence events chronologically • Look at important individuals and events • Explain what we know • Interpret a range of sources	• 5-6 lessons covering the key knowledge of the topic. • Opportunities for pupils to think like a Historian. • Explicit teaching of the topic's key words. • An opportunity for extended writing somewhere in the topic.

What the National Curriculum says:

Here are the national curriculum aims and objectives for history in KS1 and KS2, which serve as the foundation of our history curriculum at Grafton. Throughout our KS1/2 curriculum (Years 1-6), we have made sure that each objective is covered. To see which objectives align with specific topics, please refer to the topic overviews.

General aims/objectives (both KS1 & KS2)	Key-Stage 1 aims/objectives	Key-Stage 2 aims/objectives
• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. • Know and understand significant aspects of the history of the wider world. • Gain and deploy a historically grounded understanding of abstract historical terms. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	<u>Pupils should be taught about:</u> • Common words and phrases relating to the passing of time. • Chronology. • How to ask and answer questions using sources to show that they know and understand key features of events. • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries.] • The lives of significant individuals in the past who have contributed to national and international achievements. [for example, Elizabeth I and Queen Victoria, Rosa Parks, Mary Seacole and/or Florence Nightingale] • Significant historical events, people and places in their own locality.	<u>Pupils should be taught about:</u> • How our knowledge of the past is constructed from a range of sources. • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Local history studies. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the changing power of monarchs). • The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study - Grafton's chosen study from available list: Ancient Egypt. • Ancient Greece - a study of Greek life and achievements and their influence on the western world. • A non-European society that provides contrasts with British history - Thornhill's chosen study from available list: Mayan civilization c. AD 900.

History Knowledge at Grafton:

At Grafton, we teach our students with a range of historical knowledge. To help children better understand, retain, and make connections across different topics, we have organised all learning into six key historical themes (listed below). Each topic incorporates content focused on at least one of these six themes, selected based on the relevance to that particular subject. Below is an explanation of each theme:

<u>Empire</u>	<u>Monarchy</u>	<u>Migration</u>	<u>Civilisation</u>	<u>Resistance</u>	<u>Invasion</u>
An empire is taught as a large group of territories or nations governed by a single ruler or government, and students explore how empires, such as the Roman or British Empires, expanded, influenced different cultures, and shaped historical events.	A system of government where a country is ruled by a king or queen, with students learning about the roles, responsibilities, and historical significance of monarchs through the study of key figures and events.	Migration is taught as the movement of people from one place to another, with students exploring its causes, such as seeking better opportunities or escaping conflict, and its impact on societies and cultures throughout history.	Civilisation is taught as an advanced society with its own systems of government, culture, and economy, with students learning about key ancient civilisations, such as Egypt and their contributions to the development of human history.	Resistance is taught as the act of opposing or standing up against authority or oppression, with students learning about significant movements and individuals who resisted injustice, such as during wars, colonization, or social change.	Invasion is taught as the forceful entry of one group or nation into another's territory, with students learning about historical invasions, such as the Vikings and their effects on societies and cultures.
 Empire	 Monarchy	 Migration	 Civilisation	 Resistance	 Invasion

History Skills at Grafton:

At Grafton we want children to develop a deep comprehension of history. In order to achieve this, it is vital that we develop the children's historical skills and show them across all of our history learning. Children's knowledge and understanding (the information they learn) sits alongside chronology, enquiry, interpretation, and Organisation and Communication as our six key skills at Grafton. Only by using all five will children gain a well-rounded understanding of the knowledge we teach. Each skill is explained in turn below:

Encourage pupils to develop curiosity about the past by generating questions and seeking answers using historical evidence. This promotes critical thinking and enquiry.

Example:

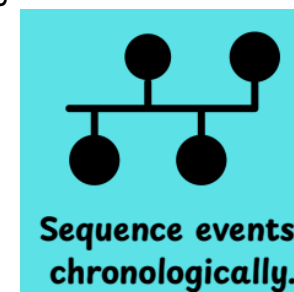
"Why did the Great Fire of London spread so quickly?" - Pupils explore this by looking at evidence such as maps, diary entries, and materials used in buildings at the time.



Support pupils in understanding the order of events, placing them accurately on a timeline, and making links between different historical periods.

Example:

Pupils create a timeline showing key events in Ancient Egypt, placing them in order and comparing them with timelines from the Stone Age or Romans.



Develop pupils' ability to group and sort information, and to identify similarities and differences between people, places, or time periods.

Example:

Compare homes in the Stone Age with homes in the Iron Age - how materials, design, and purpose changed over time.



Help children understand the significance of people and events in history and how they have shaped the world.

Example:

Study the life and impact of Florence Nightingale - what she changed, why she's remembered, and how nursing has evolved.



Encourage pupils to communicate their historical knowledge clearly, using key vocabulary and evidence to support their ideas.

Example:

Write a diary entry from the perspective of a World War II evacuee, explaining what happened and how it felt.



Explain what has been found out.

Teach pupils how to use and evaluate different types of historical sources (e.g. photos, artefacts, texts) to find out about the past.

Example:

Use wartime propaganda posters to explore how governments influenced public opinion during WWII.



Interpret a range of sources.