



## The Neroche History Curriculum at Medium Term Planning Level

A historian at Neroche is a pupil who is curious to know more about the past. As a school, our aim is to nurture children's curiosity and interest in order to build upon their existing knowledge and ensure that they come to see themselves as a historian. The discipline of being a historian at Neroche is developed through our carefully designed curriculum, where knowledge is built upon and learning progresses. Through rigorously planned sequences of learning, that build upon knowledge and skills progressively, historians at Neroche gain a coherent knowledge and understanding of Britain's past and that of the wider world. History at Neroche, inspires pupils to ask questions, think critically and explore sources of information so that they can make informed judgements about events in the past. The study of history enables pupils to understand the process of change and how events in the past have impacted on society and groups of people today. In order to understand the complexities of the past, our history curriculum is planned to enable pupils to:

- develop a sense of chronology;
- understand significant events in British history and the wider world;
- understand key historical terminology that they can apply in their own work;
- understand historical concepts;
- understand how to carry out historical enquiries using sources of information;
- make connections between different time periods and historical events and how this has effected different groups within society.

For this learning to take place, we ensure that all learning in history has a purpose. Through the use of key questions, learning and skills have a context and pupils have the opportunity to produce meaningful end of unit work to encapsulate their learning over the course of a whole unit of learning in history.



# EYFS

*At this stage of learning is not necessarily a linear process. Children's interests are at the heart of learning in the EYFS, so these are the possible themes through which learning will take place.*

Possible key learning emphasis to facilitate progression (alongside children's interests)	<b>All about me/starting school</b> New beginnings Harvest Autumnal changes People who help us	<b>Festivals and Celebrations</b> Diwali Bonfire night Remembrance Winter Christmas	<b>Toys</b> New Year Valentine's Day Pancake Day Superheroes Teddies Vehicles	<b>Fantasy and Adventure (Storytelling )</b> Signs of Spring Mothering Sunday Easter Superheroes Traditional tales	<b>Science and investigation</b> Growing plants Animals Insects Dinosaurs Changes	<b>Places</b> Seaside Summer Transition to Yr1 Food around the world Our environment
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## Understanding the World – Past and Present

<b>2 year old curriculum</b>	Begin to make sense of their own life-story and family's history					
<b>3 and 4 year old curriculum</b>	<p>Talk about themselves</p> <p>Talk about past events that they have experienced e.g. peers houses, visits at the weekend, holidays they have enjoyed.</p> <p>Talk about photos and pictures of familiar people, e.g. family and friends</p> <p>Talk about who they live with</p> <p>Understands that some things exist and then they are gone, e.g. bob ate a biscuit</p>	<p>Talk about their immediate friend and families</p> <p>Talk about different jobs that are familiar to them, e.g. mummy is a vet she looks after animals.</p> <p>Recognise that some things have changed over time. Look at and discuss pictures/ photos of themselves as a baby and now they are older, photos showing familiar places, objects, machines, clothing taken in the past.</p>	<p>Listen to stories about fictional and non-fictional characters from the past and present.</p> <p>Talk about extended members of their family, e.g. cousins, auntie who lives in another country</p> <p>Know that things happened before they were born</p> <p>Asks questions about things that happened in the past, e.g. dinosaurs</p>			
<b>Reception curriculum</b>	<p>Talk about themselves and their immediate families.</p> <p>Talk about past events that they have experienced e.g. nursery, visits at the weekend, holidays they have enjoyed.</p> <p>Listen to stories about fictional and non-fictional characters from the past and present.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know that they have changed over time and that in the past, their needs were different.</p> <p>Recognise that some things have changed over time. Look at and discuss pictures/ photos showing familiar places, objects, machines, clothing taken in the past.</p> <p>Know that some important events happened in the past e.g. man walking on the moon, WW2, building of Stonehenge or the pyramids, sinking of the Titanic, extinction of the dinosaurs.</p>	<p>Identify some of the features of people's lives and experiences in the past and compare them with the present.</p> <p>Know some of the ways that they can find out about the past.</p> <p>Develop a sense of chronology; a long time ago, not so long ago, the present.</p> <p>Develop historical narrative competence. Use the correct tense and vocabulary associated with the past, present and future.</p>			
<b>Reception ELG</b>	<p><b><u>ELG: Past and Present</u></b></p> <p>Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>					

	<b>Year 1</b>		
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 2</b>	<b>Learning Opportunity 3</b>
Unit of Learning	<b>Remembrance</b>	<b>Queens and Castles</b>	<b>Terrific Transport</b>
Overall purpose/intent(s) of the unit	To think about why we remember things and why we wear poppies and the significance of us still remembering today. Events beyond living memory that are significant nationally or globally	To understand what a monarch is and where monarchs live. To explore who Queen Victoria was and her significance in shaping national and international life. To explore the life of Queen Elizabeth II and her achievements.	To understand how transport has changed over time and how this has impacted on people's lives nationally and worldwide.
Step/s towards achieving the unit Intent.	to think about why we remember things and why we wear poppies.	To investigate royalty and the role of a Queen in England	To investigate how travel and transport was different in the past
Step/s towards achieving the unit Intent.	to find out about the armistice and the origins of Remembrance Day.	To learn how Queen Victoria was a significant individual in British history	To find out about an early form of travel
Step/s towards achieving the unit Intent.	To think about who we remember on Remembrance Day.	To learn about how Queen Victoria's reign has still had an impact today	<i>To find out about how cars have changed since they were invented.</i>
Step/s towards achieving the unit Intent.	To find out what happens on Remembrance Day and why.	To learn how Queen Elizabeth II was a significant individual in British history	<i>To find out about George Stephenson's life and inventions. To understand how trains changed people's lives in the 19th century</i>
Step/s towards achieving the unit Intent.	To think about why it is important to remember.	To learn about the features of castles and to understand how they have changed over time	<i>To find out about the Wright brothers and the invention of the aeroplane.</i>
Step/s towards achieving the unit Intent.		To understand and learn about the roles and jobs within a castle	<i>To compare travel and transport of the past, present and future.</i>
Outcome of the learning opportunity	To display their knowledge and understanding of Remembrance through poetry in English and an end of unit quiz.	To be able to explain the impact Queen Victoria and Queen Elizabeth II have had on life in Britain. To experience what life is like for a member of the monarchy.	To know the key modes of transport and their changes throughout recent history. A visit to a transport museum to see these changes first hand.
Suggestions for extracurricular opportunities in or out.	Visit war memorial, create Remembrance poems and art.	Royal themed immersion 'hook' day, Somerset Heritage Trust visits.	Somerset Heritage Trust visits.

	<b>Year 2</b>		
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 2</b>	<b>Learning Opportunity 3</b>
Unit of Learning	<b>Nurturing Nurses</b> <i>Mary Seacole</i>	<b>The Great Fire of London</b>	<b>A local study – Chard and Ilminster</b>
Overall purpose/intent(s) of the unit	To understand what makes a person significant and how their actions made changes in that time that still has an impact on life today.	To understand how the events of The Fire of London were significant nationally.	To understand aspects of local history and the significant people that have impacted the local area.
National Curriculum coverage	The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally	<i>The history of Ilminster and Chard and its significant events/people: John Stringfellow</i>  Significant historical events, people and places in their own locality.
Step/s towards achieving the unit Intent.	To understand what makes a person significant (asking questions focus)	To understand where and when the Great Fire of London started.	To share what we know about our local area and where we live.
Step/s towards achieving the unit Intent.	To understand how Florence Nightingale improved nursing	To understand the events of the Great Fire of London.	To learn facts about a local town.
Step/s towards achieving the unit Intent.	To recall and explain facts about Mary Seacole	To find out why the fire spread so quickly and stayed alight for so long.	To learn how Somerset has changed over time.
Step/s towards achieving the unit Intent.	To explain who Edith Cavell was and how she improved nursing	To find out about Samuel Pepys and his diary.	To study local landmarks/places in Chard and Ilminster.
Step/s towards achieving the unit Intent.	To compare the achievements of the nurses today and in the past	To recap/share what we have found out about the Great Fire of London.	To understand the significance of John Stringfellow.
Outcome of the learning opportunity	To share their knowledge of significant nurses from the past and make links to the work of a nurse today.	To work with a local historian to establish what it would have been like to experience fire back in 1666 in order to write a diary extract in detailing the events that took place.	To know how historical people and events around Chard and Ilminster fit in with life today. To be able to present this information to others.
Suggestions for extracurricular opportunities in or out.	Invite a nurse for talk, museum visit.	Museum workshop	field trip to explore the local landmarks of historical note.

	Year 3		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	<b>Ancient Greeks</b>	<b>When in Rome</b>	<b>The Tudors – Elizabethan England</b>
Overall purpose/intent(s) of the unit	To find out who the ancient Greeks were and locate their civilisation on a timeline. To explore concepts of ancient Greek life that links to today's societies e.g. government and democracy. To find out about belief systems, making comparisons to ones they know about. To explore how modern life has been influenced by the ancient Greeks.	To understand the terms 'invade' and 'settle' and to place the Romans on a timeline, showing an understanding of chronology. To find out why and how the Romans successfully invaded Britain. To find out about significant individuals during the Roman Empire. To know how the Romans have influenced our lives today.	To know about the reign of Queen Elizabeth I and about the exploration and trade in the Elizabethan era. To find out about daily life in the Elizabethan era, including Elizabethan leisure activities. To know how the Elizabethan era has influenced our lives today.
National Curriculum coverage	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory)</i> <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i>  <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>The Roman Empire and its impact on Britain Examples (non-statutory) This could include:</i> <i>Julius Caesar's attempted invasion in 55-54 BC</i> <i>the Roman Empire by AD 42 and the power of its army</i> <i>Successful invasion by Claudius and conquest, including Hadrian's Wall</i> <i>British resistance, for example, Boudicca</i> <i>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs</i> <b>Queen Elizabeth I</b>
Step/s towards achieving the unit Intent.	To explore some of the key events during the ancient Greek period.	To understand the terms 'invade' and 'settle' and to place the Romans on a timeline	To know about the reign of Queen Elizabeth I
Step/s towards achieving the unit Intent.	To research aspects of daily life and society in ancient Greece.	To find out why and how the Romans successfully invaded Britain	To find out about exploration and trade in the Elizabethan era
Step/s towards achieving the unit Intent.	To make connections and draw contrasts between life in ancient Athens and in ancient Sparta.	To find out who was in Britain when the Romans invaded and learn about their way of life	To find out about the attack of the Spanish Armada
Step/s towards achieving the unit Intent.	To explore the Olympics in ancient Greek times and consider the similarities and differences between the Olympic Games then and now.	To explore who Boudica was	To explore the believed causes and cures of the bubonic plague
Step/s towards achieving the unit Intent.	To explore the beliefs of the ancient Greeks.	To find out about life in Roman Britain	To find out about daily life in the Elizabethan era
			The understand the achievements of Queen Elizabeth and the Elizabethan era
Outcome of the learning opportunity	To be able to present information about the ancient Greeks to an audience, explaining how different aspects of their way of life has influenced the world we live in today.	To write an information booklet with labelled pictures to show who the Romans were and the significant things they introduced to Britain during their time period, e.g. Roman baths (linked to their trip to the baths in the city of Bath)	To show an understanding the achievements of Queen Elizabeth and the Elizabethan era through a short play/performance.
Suggestions for extracurricular opportunities in or out.	Museum visit, order topic boxes, Greek day/link to Olympics.	Visit roman baths, museum visit.	<i>Performance piece for parents</i>

# Year 4

	<b>Year 4</b>		
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 1</b>
Unit of Learning	<b>Through the Ages</b>	<b>Anglo-Saxons and Scots</b>	<b>The Victorians</b>
Overall purpose/intent(s) of the unit	To learn about the prehistoric period divided into three 'ages' known as the Stone Age, Bronze Age and the Iron Age, paying particular attention to the Stone Age and its significance locally in terms of Stonehenge. Understand what pre-history means and the difference between primary and secondary sources of information.	To learn about the invasions for the Scots and the Anglo-Saxons in the fifth century and where they settled. To find out how life in Britain changed as a result of the invasions that took place, including changes to the English language.	To recap who Queen Victoria was (links to Year 1 History topic) To explore the impact that the Industrial Revolution had on the people of Britain. To discover what was invented during the Victorian era. To investigate what public health and medical care were like as well as what it was like for children during the Victorian era.
National Curriculum coverage	Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, <b>Stonehenge</b> Iron Age hill forts: tribal kingdoms, farming, art and culture.	Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>The changing power of monarchs - Victoria</i>
Step/s towards achieving the unit Intent.	To understand what humans needed for survival in the Stone Age.	To describe why, where and when the Scots and Anglo-Saxons invaded Britain	To find out about the life of Queen Victoria.
Step/s towards achieving the unit Intent.	To understand what was found at Skara Brae and why it is important.	To understand how the Anglo-Saxons have influenced Britain	To find out what the Industrial Revolution was and how it affected Britain.
Step/s towards achieving the unit Intent.	To understand what copper mining meant to the people of the Bronze Age.	To describe a typical Anglo-Saxon village and explain what jobs the people did	To find out about important inventions of the Victorian era.
Step/s towards achieving the unit Intent.	To understand how evidence about Stonehenge can give us different answers about the past.	To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about AngloSaxon culture.	To find out about health, disease and medicine in Victorian Britain.
Step/s towards achieving the unit Intent.	To understand how and why hillforts were developed in the Iron Age.	To explain the religious beliefs and practices of the early Anglo-Saxon people  To explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded.	To find out about daily life for children in Victorian Britain
Outcome of the learning opportunity	To create a poster detailing key information about the Stone Age after their visit to Stonehenge.	To create a poster/map detailing significant Anglo-Saxon settlements in England.	To understand what life was like for Victorian children through an experience day, resulting in a recount/report of how life changed for young people in Victorian Britain.
Suggestions for extracurricular opportunities in or out.	Visit to Stonehenge	Museum visit or workshop.	Victorian school day, museum visit

	<b>Year 5</b>		
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 1</b>
<b>Unit of Learning</b>	<b>WW1</b>	<b>Ancient Maya</b>	<b>Vikings</b>
Overall purpose/intent(s) of the unit	To learn about the elements that led to the start of World War I. Investigating and exploring the advancements of warfare that occurred during WWI and the significance behind this. To explore what life was like for the people in Britain during WWI, how things changed during that time and, as a result of the war, what happened afterwards.	To investigate how and when Europeans encountered the Mayan civilisation. To explore how we know about the Mayan civilisation, their way of life, how Mayan society was organised (comparing this to modern society) and their belief systems.	To find out about the Viking invasions of Britain and how their settlement of Britain affected the Anglo-Saxons. To learn about King Alfred and the meaning behind the term 'Alfred the Great' and how England came to be a unified country.
National Curriculum coverage	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.  A local history study Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice
Step/s towards achieving the unit Intent.	To investigate elements that led to the start of World War I.	To explore where and when the remains of the Mayan ruins were discovered.	To explore what Britain was like before the first Viking invasions.
Step/s towards achieving the unit Intent.	To investigate what life was like on the Western Front.	To find out about how the Mayan civilisation developed over time.	To find out about the Viking invasions of Britain.
Step/s towards achieving the unit Intent.	To explore the advancements of warfare that occurred during WWI.	To find out about the city states of the Maya and how society was organised	To find out about the Viking settlement of Britain and how this affected the AngloSaxons.
Step/s towards achieving the unit Intent.	To explore what life was like for the people in Britain during WWI.	To find out about Mayan religion and beliefs.	To find out why King Alfred was dubbed 'Alfred the Great'.
Step/s towards achieving the unit Intent.	To investigate the end of WWI and what happened afterwards	To find out about everyday life for the Mayan people	To explore what life was like for Vikings living in Britain.
Step/s towards achieving the unit Intent.		find out about the decline of the Mayan civilisation.	To find out how and when England became a unified country.
Outcome of the learning opportunity	To create an interactive presentation or quiz on WW1.	To create a fact file for younger children, explaining the key information about Mayan civilisation.	To demonstrate their knowledge of Vikings through a presentation, poster or diary entry.
Suggestions for extracurricular opportunities in or out.	Museum visit or workshop, remembrance links with local community	Mayan recipe making, Mayan masks (linked to beliefs)	Museum visit or workshop

	<b>Year 6</b>		
	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 1</b>	<b>Learning Opportunity 1</b>
<b>Unit of Learning</b>	<b>WW2</b>	<b>The Egyptians</b>	<b>Crime and Punishment</b>
Overall purpose/intent(s) of the unit	To consider the implications of life in Britain (and in Neroche's locality) when war was declared in 1939. To learn about evacuation and where children were evacuated from and where locally they came to stay. To discover the impact of the Blitz on towns in Somerset and the impact of agriculture.	To locate ancient Egypt on a timeline of other known periods of time. To explore multiple artefacts (linked to Howard Carter and Tutankhamen, tombs, pyramids and burial sites) considering how bias can feature in some sources.	To explore the theme of crime and punishment through different periods of time that they have studied during their time at Neroche. To be able to identify themes and analyse the sources of evidence they compare.
National Curriculum coverage	A local history study Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. History – key stages 1 and 2	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  - changes in an aspect of social history, such as crime and punishment
Step/s towards achieving the unit Intent.	To find out what World War 2 was and where and when it took place.	To place key events from the ancient Egyptian period on a timeline	To introduce the broad trends of crime and punishment from the Romans to the 21st century
Step/s towards achieving the unit Intent.	To find out what the Blitz was and which areas were most likely to be affected	To find out how society in ancient Egypt was organised.	To explore crime and punishment in the Roman period.
Step/s towards achieving the unit Intent.	To learn about the effects of air raids and the causes of evacuation.	To find out who the pharaohs were and why they were important	To explore and punishment in the Anglo-Saxon and Viking period.
Step/s towards achieving the unit Intent.	To find out about the experiences and feelings of evacuees.	To find out about ancient Egyptian gods and goddesses.	To explore crime and punishment in the medieval and Tudor periods.
Step/s towards achieving the unit Intent.	To find out what rationing was, why it was necessary and how it impacted on people's lives.	To find out about the pyramids of ancient Egypt.	To explore crime and punishment in the early modern period.

Step/s towards achieving the unit Intent.	To consider how the war affected people's everyday lives.	To investigate the inventions and achievements of the ancient Egyptians.	To explore crime and punishment in the Victorian period.
Outcome of the learning opportunity	To write a letter to a family member as an evacuee after an experience day.	Create a newspaper article detailing the discovery of Tutankhamen to share with another KS2 class.	Short group performances to show how crime and punishment has changed through the ages.
Suggestions for extracurricular opportunities in or out.	Experience day, workshop/museum visit.	Experience day, workshop/museum visit.	workshop/museum visit.