

History Unit Overview

History Progression in The Acorn Partnership

All of our learning in History follows the expectations of the National Curriculum. Our children follow a 3-year rolling cycle in the Garden Class and a 4-year cycle in the Meadow Class, ensuring coverage of the whole curriculum. [Please see relevant units in blue and how they relate to the National Curriculum.](#)

How we cover the National Curriculum Expectations

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>In the Early Years Foundation Stage, learning is linked to the following Early Learning Goals:</p> <p>Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families communities and traditions.</p> <p>Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Key Stage 1 National Curriculum Expectations: Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; The Wright Brothers to the Moon Landings Changes in schooling and education Changes in schooling and education. events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aero-plane flight or events commemorated through festivals or anniversaries]; The Gunpowder Plot The Great fire of London WW1 and Remembrance the 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; Grace Darling Mary Seacole and Florence Nightingale significant historical events, people and places in their own locality. Tudors (Haddon Hall) 	<p>Key Stage 2 National Curriculum Expectations: Pupils should be taught about:</p> <ul style="list-style-type: none"> 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; a local history study; Derbyshire – a study over time tracing how several aspects of national history are reflected in the locality a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; Crime and Punishment from Anglo-Saxons to present Battle of Britain - Before and After – a significant turning point in British history Black and British the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	

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Garden Class (EYFS/KS1): Our KS1 children cover all units of work over the 3-year rolling cycle

	Year A	Year B	Year C
Autumn	Changes in schooling and education Changes within Living Memory Church Empire	The Gunpowder Plot Events Beyond Living Memory that are significant nationally Monarchy Kingdom	WW1 and Remembrance Events Beyond Living Memory that are significant nationally Invasion
Spring	Tudors (Haddon Hall) Significant events, people and places in their own locality Settlement Agriculture Trade	Rosa Parks Significant events, people and places in their own locality Invasion Settlement	The Great Fire of London Events Beyond Living Memory that are significant nationally Settlement Monarchy
Summer	Grace Darling Significant Individual Settlement	The Wright Brothers to the Moon Landings Changes within Living Memory Empire	Mary Seacole and Florence Nightingale Significant Individuals - Comparison Invasion Empire

Meadow Class (KS2): Our children cover all units of work over the 4-year rolling cycle.

	Year A	Year B	Year C	Year D
Autumn	Britain in the Stone Age 10000 BC to 2500BC Settlements Agriculture	Study of Ancient Egypt 3500BC to 300BC Trade Settlement Agriculture Kingdom	Roman Empire (and its impact on Britain) 700BC to AD400 Invasion Trade Settlement Empire	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor AD400 to 1066 Invasion Trade Monarchy Church
Spring	How Britain changed from the Bronze Age to the Iron Age 2500BC to 800BC 800BC to AD43 Trade Settlement Agriculture	Study of Ancient Greece 800BC to 30BC Invasion Trade Settlement	Britain's settlement by Anglo-Saxons and Scots AD400 to AD1066 Trade Settlement Monarchy Church Kingdom	Mayan Civilization 2000BC to 1500AD Non-European Society Trade Settlement Agriculture Kingdom
Summer	Crime and Punishment from Anglo-Saxons to present Changes in an aspect of British social history Monarchy Church	Derbyshire – A study over time A local history study Trade Settlement Agriculture Church	Battle of Britain – before and after A significant turning point in British History Invasion Empire	Black and British Study of an aspect of British history beyond 1066 Settlement Church

Our Curriculum gives pupils an increased knowledge and understanding of substantive concepts; a more developed “line of sight” along the chronology of people, places and events of history; a broader view of history across different parts of the world and an objective understanding of how historians shape their world.

[National Curriculum links and rationale](#) and [Substantive Concepts, making links between unit](#)