



History

Our TRUST Curriculum Principles

A Kaleidoscope Schools curriculum has been designed to enable children to develop wide knowledge/ skills and become well rounded and confident individuals who are curious and want to learn. Schools design and develop their own curriculums but encapsulate the following which are linked to the Kaleidoscope 5C's.





Intent

Becket and Hutton's History curriculum aims to provide students with a coherent understanding of the past, fostering a sense of identity and cultural awareness. It intends to develop critical thinking skills by encouraging students to analyse historical events, understand their causes and consequences, and recognise the diversity of human experiences. Through engaging lessons and activities, the curriculum seeks to inspire curiosity about the past, helping pupils to appreciate the complexities of historical narratives and the importance of evidence-based learning. Ultimately, the curriculum aims to equip students with the knowledge and skills necessary to become informed and active citizens, capable of making thoughtful contributions to society.

Implementation

Our History curriculum is taught in each year group in modules that enable pupils to study-in depth key historical understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed learning.

Through teacher modelling and planning children are given opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are 'scaffolded' to attempt new learning and then apply new learning independently.

Where possible the curriculum is enriched with trips and /or visitors.



History National Curriculum Milestones

Key Theme	Reception	KS1 (Y1–Y2)	KS2 (Y3–Y4)	KS2 (Y5–Y6)
Chronology	Understand the concept of time (past, present, future)	Develop an awareness of the past, using common words and phrases relating to the passing of time	Secure a chronologically knowledge and understanding of British, local, and world history	
Significant Events and People	Recognise and describe special times or events for family or friends	Learn about significant historical events, people, and places in their own locality	Understand the lives of significant individuals in the past who have contributed to national and international achievements	Pupils can explain a secure understanding of British, local, and world history with references to specific people and events and how they link
Comparative	Listen to and discuss stories about the past	Compare aspects of life in different periods	Note connections, contrasts, and trends over time and developing the appropriate use of historical terms	They should place knowledge into different contexts (local, regional, national, international).
Inquiry	Recognise buildings, roads, and transport. Talk about people's jobs and roles in the community.		Address and devise historically valid questions about change, cause, similarity, and difference, and significance	Construct informed responses that involve thoughtful selection and organization of relevant historical information
Source Analysis			Understand how our knowledge of the past is constructed from a range of sources	



Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
2 Memory Bottles- Changes within Living Memory	Changes in my life	Toys and books	School	Transport	Communication	Music
4 Elizabeth II- What was her life like?	Who was Elizabeth II?	1936 – A momentous year for Elizabeth	Elizabeth and Britain during WW2	Marriage and children	Accession and coronation	Duties and responsibilities
6 Victorian Seaside	Seaside holidays	Seaside holidays in the past	Clothing – Then and now	Fun at the seaside – Then and now	What’s changed and what’s stayed the same?	Weston-super- Mare seafront – Then and now

CURRICULUM YEAR 2

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1 The Great Fire of London	To understand where and when the Great Fire of London started.	To understand the events of the Great Fire of London.	To explore how we know about the Great Fire of London.	To find out why the fire spread so quickly and stayed alight for so long.	To explore how the Great Fire of London affected the city and the lives of those	



					who experienced it	
3 The Antarctic- Sir Ernest Shackleton: Intrepid Explorers	Introduction to Shackleton and the timeline of his journey	Discussing the difficulties faced during the journey	Analysing Shackleton's leadership qualities	Exploring different types of sources (diaries, photographs)	Comparing differences between exploration equipment used in the past and the technology used today.	Presenting our findings about Shackleton
5 Local Significant Historical Person: Why is Brunel so important?	Early explorers and their boats	Brunel's race to cross the Atlantic	Life aboard the SS Great Britain	From Sail to Steam Power	Brunel's achievements	

CURRICULUM YEAR 3

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1 Stone Age / Bronze Age and Iron Age	The big picture of the earliest humans in Britain	The Evidence of the Paleolithic Era	Life at the end of the Last Ice Age	Settlement during the Mesolithic Era	Skara Brae and life in the Neolithic Era	The first of Bronze / how Bronze changed life in Britain



3 Early Civilisations	The Indus Valley	Archaeology and the Indus	Cities of the Indus valley civilization	The mysterious of the Indus civilization	Art in the Indus valley civilization	
5 Egyptians	The River Nile	The Three Kingdoms of Egypt	Howard Carter the Valley of the Kings	Egyptian Writing	Death and the Ancient Egyptians	Change and continuity in Ancient Egypt

CURRICULUM YEAR 4

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1 Ancient Greeks	Ancient Greece's location and history	The city – state of Athens	Sparta's rivalry with Athens	Greek Myths	City States	The Trojan war and the Iliad
3 Ancient Greeks Romans	Famous Greek Philosophers	Olympic Games	Democracy	Roman Kings The Roman Republic	The Rise of the Emperors	The Division of the Roman Empire
5 Ancient Greeks Romans	The Fall of the Roman Empire	The Roman invasion of Britain	Boudica's rebellion	The Buildings of Roman Britain	Towns in Roman Britain	The Changes to Life brought about by



	What it meant to be Roman		against Roman Rule			Roman settlement
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CURRICULUM YEAR 5

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1 Early Islamic Civilisations Anglo Saxons	Muhammad, the Qur'an and the rise of Islam	The Early Success of Islam	The Geography of the Umayyad Caliphate	Baghdad, the City of Peace	How Baghdad, became the City of Peace	Europe, the Mediterranean and Asia in the early 9 th century
3 Early Islamic Civilisations Anglo Saxons	Baghdad connection to the East and West	Baghdad and the spread of Ideas	Baghdad connection to the Medieval World	Britain at the end of the Roman rule	Anglo Saxons come to Britain	Anglo Saxon Kingdoms
5 Anglo Saxons	How Britain changed after the Romans	Anglo Saxon grave goods / women	Anglo Saxons coins and law codes			



CURRICULUM YEAR 6

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1 The Great Wars	The Great War	Trench Warfare on the Western Front	Remembering those who gave their lives in WW1	The Home Front in WW1	Local Communities and the Great War	The Outbreak of the Second World war
3 The Great Wars Vikings	Women in the armed forces	Global War	Bombing and Evacuation	The condition of Britain at the end of the end of WW2	Early Viking raids	Seafaring Vikings
5 Vikings	The Great Heathen Army	The Anglo Saxon fightback	Why the Vikings came to Britain	Discovery at Coppergate	Viking York	How did the Viking settlement change Britain?