



EY, KS1 and KS2 History Overview

- Access to education and the chance to be educated is a human right in a civilised world
- Education should provide rich intellectual and personal development for individuals and communities of people
- Education is a public good

Our Values



Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

Outstanding Achievement For All

Our Characteristics of effective learning



We are Authors!



We are designers and artists!



We are Scientists!



We are Historians!



We are explorers!



We are mathematicians!



We are articulate!



We are performers!



At the heart of our History curriculum is the belief that children should understand how history has shaped the world they live in today. We aim to immerse our pupils in the study of history through a rich and engaging curriculum that not only fosters a deep understanding of past events but also nurtures the essential skills of a historian. Our approach emphasises key concepts such as Community, Knowledge, Power, and Democracy, which are explored throughout the curriculum and linked to key historical events and figures. By doing so, we ensure that pupils gain an appreciation for how these concepts have shaped societies and continue to impact the present day.

History Intent

In **Reception classes**, the history curriculum is designed to help young learners explore the concept of **time and change**. Children begin by reflecting on their own personal histories, focusing on how they have changed since being babies. They are encouraged to talk to family members about what life was like when their relatives were little, fostering a sense of connection to the past. This approach allows children to understand the passage of time and recognize the differences between their present lives and those of previous generations. Through these discussions, they begin to develop a foundational understanding of history, change, and personal experience. This early introduction to the concept of history helps set the stage for deeper exploration in later years, linking their personal growth to broader historical contexts.

In Key Stage 1, we introduce foundational historical themes that include community, knowledge, power, and democracy. These concepts are explored through engaging units of work and immersive learning experiences that help children understand how these themes are reflected in history.

- **Community:** Children explore how communities have changed over time, how people live together, and the role of local communities in shaping history. This is emphasized through local history studies and exploring their own community.
- **Knowledge:** By examining historical events and figures, children develop an understanding of the significance of knowledge passed down through generations and how it has shaped societies.
- **Power:** Pupils investigate the concept of power by looking at historical figures, events, and movements that have influenced the direction of history, helping them understand the ways in which power is wielded and its consequences.
- **Democracy:** Through discussions and exploration of key historical moments, children begin to grasp the idea of democracy, how it has evolved, and its importance in the shaping of modern societies.

In Year 1, children will engage in activities such as a local walk to explore the history of their community, understanding how local power structures and community interactions have evolved. In Year 2, pupils visit landmarks like St. Paul's Cathedral and the Docklands Museum, deepening their understanding of how communities and historical events are intertwined, with a particular focus on the power dynamics that shaped significant events like the Great Fire of London.

Mulberry
Wood Wharf Primary



History Intent



As pupils progress into Key Stage 2, the curriculum continues to build on these key concepts, adding additional layers such as invasion, civilisation, and democracy in more complex historical contexts. These themes will be explored through the study of different historical periods, including the Ancient Civilisations, the Medieval period, and the impact of invasions on British society.

- **Invasion:** Children will explore how invasions have influenced British history, shaping not only the physical landscape but also the social and political systems in place at the time. This is linked to key events like the Viking invasions, the Norman Conquest, and their impact on power structures in early Britain.
- **Civilisation:** Pupils will investigate different ancient civilisations such as the Egyptians, Greeks, and Romans, examining how these societies were structured and how their ideas on power, knowledge, and democracy shaped future cultures.
- **Skills Development in Both Key Stages:**
 - The curriculum is structured using the **CUSP Unity curriculum**, which aligns with the National Curriculum. It is designed to progressively build key historical skills, including:
 - **Chronology:** Children will develop a clear understanding of timelines and how to sequence events from the past in a meaningful way.
 - **Cause and Consequence:** Students will explore the reasons behind key historical events and their outcomes.
 - **Change and Continuity:** Children will investigate how things have changed over time, and what aspects of life have stayed the same.
 - **Similarity and Difference:** Children will compare different historical periods, cultures, and people to understand how they are alike or different.
 - **Evidence:** Through the examination of primary and secondary sources, children will learn to evaluate evidence to gain insights into past events.
 - **Significance:** Students will consider the importance of particular events, individuals, and ideas in shaping history.
- **Engaging with History: The Broader Aim**

We believe that history is not just about learning facts—it's about understanding how the past has influenced the present and how it continues to shape the way we live and think today. By engaging children with the stories of our past, we help them make sense of the world they live in and understand the connections between past and present. Our approach aims to inspire a lifelong curiosity about history, providing children with the skills they need to think critically, understand different perspectives, and appreciate the impact of history on their everyday lives.

Through a carefully planned progression of topics and experiences, we create a history curriculum that is both engaging and educational, laying the foundation for a deep and lasting understanding of the world's history.

Connecting History to the Early Years Curriculum

Specific Area of Learning Understanding the World	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> History Historian After Before New Old Now Past Present Time <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<ul style="list-style-type: none"> Know about personal history – birthdays, celebrations. Celebrating cultural diversity of children in the class. Traditional festivals and celebrations. Routines - Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Life cycles and growing plants to introduce change over time. 	<ul style="list-style-type: none"> Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day. Black History week – Rosa Parks. Bonfire Night – Guy Fawkes. R.E themes taught through Discovery RE. Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. London past and present – Link ‘The Naughty Bus,’ story. <ul style="list-style-type: none"> Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Child-led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> 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.
	People, Culture and Communities	<p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			
	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 				

Year group sequencing

	Autumn	Spring	Summer
Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt or Shang Dynasty	Ancient civilisation - Egypt or Shang Dynasty
Year 5	Ancient Greece	Ancient Greece Comparison study – Maya or Benin and Anglo-Saxons	Comparison study – Maya or Benin and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs or Battle of Britain

Rec – Year 6 Substantive concepts

Community	Knowledge		Invasion	Civilisation	Power	Democracy
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Changes within living memory</p> <p>COMMUNITY KNOWLEDGE</p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age</p> <p>KNOWLEDGE COMMUNITY POWER</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Ancient Greece</p> <p>POWER DEMOCRACY KNOWLEDGE CIVILISATION</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>How did conflict change our local area in WW2</p> <p>Local history study</p> <p>POWER INVASION DEMOCRACY COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley</p>
	<p>Lives of significant people</p> <p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Significant historical events, people and places in our locality</p> <p>COMMUNITY KNOWLEDGE POWER</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>	<p>Rome and its impact on Britain</p> <p>INVASION POWER CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Trade, Migration, Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Compare non-European society with Anglo-Saxons (Maya or Benin)</p> <p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Windrush Generation</p> <p>COMMUNITY DEMOCRACY POWER</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>
	<p>More lives of significant people</p> <p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Revisit events beyond living memory</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>		<p>Achievements of an ancient civilisation Egypt or Shang Dynasty</p> <p>CIVILISATION KNOWLEDGE POWER INVASION</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>		<p>Five Significant Monarchs</p> <p>POWER INVASION DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King, Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament, Society, Rules / law</p> <p>or</p> <p>Battle of Britain</p> <p>POWER INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN						
Historical enquiry						
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance	

By the end of Year 1

	Community	Knowledge	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
Changes within living memory	<ul style="list-style-type: none"> knowing how shops and the high street have changed over time knowing and explaining the lives of significant people and how they lived 	<ul style="list-style-type: none"> knowing and explaining how knowledge and technology has changed our community and local area through a study of shops understanding that knowledge shaped the way significant people thought and influenced what we know and do today Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake 	<ul style="list-style-type: none"> knowing and explaining how, over time, technology had the power to change the way people lived their lives through shopping knowing and explaining how significant people had the power and determination to change the way people thought and behaved. For example, Mae Jemison experienced racism, but became the first African America woman to become an astronaut knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better 	<ul style="list-style-type: none"> knowing and explaining that in the past, people in power were not always chosen by the people knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning knowing and explaining that sometimes people are not treated fairly
The lives of significant people (Mary Anning and David Attenborough)	<ul style="list-style-type: none"> knowing and explaining how their local area changed 			
More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)				

By the end of Year 2

	Community Pupils develop an understanding of the concept of COMMUNITY through: 	Knowledge Pupils develop an understanding of the concept of KNOWLEDGE through: 	Power Pupils develop an understanding of the concept of POWER through: 	Democracy Pupils develop an understanding of the concept of DEMOCRACY through:
Events beyond living memory (Great Fire of London)	<ul style="list-style-type: none"> knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys, Christopher Wren, Simon of Sudbury 	<ul style="list-style-type: none"> knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built 	<ul style="list-style-type: none"> knowing how significant people used what they knew to change the way we understand science or history. For example, Samuel Pepys helped us know more about the Great Fire of London through his diary 	<ul style="list-style-type: none"> knowing and explaining how certain people in the past had power to make decisions, such as kings, queens and mayors, for example
Significant historical events, people, places in our locality	<ul style="list-style-type: none"> knowing and explaining how their local area was shaped by events and people 	<ul style="list-style-type: none"> understanding how the local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways 	<ul style="list-style-type: none"> knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire 	<ul style="list-style-type: none"> knowing that in the past, people in power were not always chosen by the people
Significant historical events, people, places in our locality	<ul style="list-style-type: none"> knowing and explaining what life was like in the community of London over 300 years ago knowing and explaining how the community and place they live has been shaped by significant past events and people 			<ul style="list-style-type: none"> knowing that the way people ruled has changed over time explaining that democracy is a fair way of deciding who should be in charge

By the end of Year 3

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of INVASION through: 	Pupils develop an understanding of the concept of CIVILISATION through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
Changes in Britain from the Stone Age – Iron Age	<ul style="list-style-type: none"> knowing and explaining how communities change through studying the Stone Age – Iron Age knowing and explaining how technology and knowledge changed the way prehistoric people lived knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey 	<ul style="list-style-type: none"> knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Rome knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britain 	<ul style="list-style-type: none"> knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain knowing and explaining what caused leaders to invade other places, such as wanting to get better resources knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation 	<ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome 	<ul style="list-style-type: none"> knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romans Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain 	<ul style="list-style-type: none"> knowing and explaining how leaders ruled communities, kingdoms and civilisations knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations knowing and explaining about hierarchies within communities, kingdoms and civilisations
The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> knowing and explaining that buildings and places create communities, such as the Roman Forum, plaza or temple knowing and explaining the importance of burials within a community 	<ul style="list-style-type: none"> knowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items knowing and explaining how the knowledge of rules and laws helped shape and control communities and civilisations 	<ul style="list-style-type: none"> knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe 			

By the end of Year 4

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of INVASION through: 	Pupils develop an understanding of the concept of CIVILISATION through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
Britain's settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement 	<ul style="list-style-type: none"> knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations, such as the Shang Dynasty or Egypt 	<ul style="list-style-type: none"> knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain 	<ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as ancient Egyptians or Shang Dynasty 	<ul style="list-style-type: none"> knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as irrigation from the River Nile 	<ul style="list-style-type: none"> knowing and explaining how leaders ruled communities, kingdoms and civilisations
Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> knowing and explaining that buildings and places create communities, such as the temples, pyramids and cities knowing and explaining the importance of burials within a community 	<ul style="list-style-type: none"> knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Angles, Saxons and Jutes invaded and settled in Britain knowing and explaining how knowledge of metalwork also inspired jewellery and personal items 	<ul style="list-style-type: none"> knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for example, iron ore or tin knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation 	<ul style="list-style-type: none"> knowing and understanding how the decisions and actions of leaders, along with environmental conditions can create both powerful or unstable and poor civilisations, such as the three declines during the ancient Egyptian civilisation 	<ul style="list-style-type: none"> Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence 	<ul style="list-style-type: none"> knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations
Ancient civilisation - Egypt or Shang Dynasty		<ul style="list-style-type: none"> knowing and explaining how the knowledge of warfare helped the Anglo-Saxons repel the Picts and Scots to northern Britain knowing and explaining how the knowledge of warfare helped the Viking raids and invasions be successful 	<ul style="list-style-type: none"> knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe 	<ul style="list-style-type: none"> knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and falling when weak and divided pharaohs led the civilisation 	<ul style="list-style-type: none"> knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England 	<ul style="list-style-type: none"> knowing and explaining about hierarchies within communities, kingdoms and civilisations