



History curriculum overview: 23/24



Year	Term	Lessons	Enquiry Question	Area of study from NC	Why are we teaching this and why now?	Golden thread(s) <i>Primary in bold</i>	Substantive concept(s)	Disciplinary knowledge <i>(specific to EQ)</i>	Local aspect	Enrichment
1	Autumn	6	How has life changed for children since Victorian times?	<i>Changes beyond living memory (locally & nationally)</i>	School and toys are within the experience of all children (unlike the seaside, potentially). In this way, the enquiry builds on the principles of EYFS and supports the introduction to history within the NC. In YR, the children brought in a special item to school to share and this provides an introduction to artefacts that they will handle in this enquiry.	Community & Culture Exploration & invention	Education, childhood, civilisation, progress,	Similarity & difference Significance Queen Victoria	Ashley was originally opened in 1860.	Victorian school day experience; Museum artefact loan box Visit to Milestones Museum for toy workshop?
	Spring	6		<i>Significant events within living memory (internationally)</i>	Children will look at change and continuity within the monarchy and how these are signified through events within their living memory. The children may have some recall of Queen Elizabeth II Platinum Jubilee, the Queens death and King Charles III coronation. This unit gives the children the opportunity to look at the significance of the longest-living monarch and how her son came to reign.	Hierarchy & Power	Nation, legacy, Monarchy, Royalty	Change & Continuity Inspiration and legacy Significance Queen Elizabeth II King Charles III	King Charles opened the school 'Harmony Centre'	Visit to Windsor Castle explore his majesty's working life including the many official and State duties The children will also develop their skills in identifying symbols of royalty.

	Summer	6	How has the way we communicate changed?	<i>Changes beyond and within living memory (locally, nationally & internationally)</i>	In Y5 the children will learn about Victorians and across KS2, they learn about communication across the compulsory units of study e.g. cave drawings, hieroglyphics, messengers etc. The working world will change beyond recognition for them and we want them to be prepared.	Exploration & invention Community & culture	Economy, communication	Change and continuity Significance Elizabeth II (first televised xmas broadcast), Ada Lovelace, Tim Berners-Lee, Louis Braille	Complete local trail of post boxes to see Royal Cyphers.
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2	Autumn	6	Why should we celebrate our Great British heroes?	<i>Lives of significant individuals</i>	The children have lived through the pandemic so our focus is within 'health'. In YR, they learnt about 'people who help us'. Next term, they will learn about how the GfOL eradicated the plague. In Y6 they will learn about how the NHS evolved. Additionally, it gives us an opportunity to introduce diverse people.	Exploration & invention Community & culture Conflict & Power	Migration, progress Inspiration, civilisation Peace, war	Similarity & difference Evidence & interpretation Significance: Florence Nightingale/Mary Seacole/Edith Cavell		
	Spring	6	What can we learn from the Great Fire of London?	<i>Significant events beyond living memory (nationally)</i>	The fire occurred in the first Carolean era and we have a new King Charles today. The children studied how health provision evolved last term and will learn how the fire eradicated the plague.	Community & Culture Exploration & invention Hierarchy & Power	Settlement, architecture, art, plague	Cause & Consequence Evidence & interpretation (Pepys) Significance (Frank Bailey - first black firefighter)	Water from the Thames was used to extinguish the fire.	Drama workshops Restaging of how/why the fire spread (GW)
	Summer	6	How has the transport we use changed over time?	<i>Changes within living memory</i> <i>Local study</i>	In YR, the children learn about transport in history through stories, for example, Mary travelling on a donkey. Children's grandparents can be involved to give a perspective from the 60s. In Y5 they will learn about the development of the railways during the industrial revolution.	Exploration & Invention	Progress, discovery	Change & Continuity Similarity & difference	Visit & workshop at Brooklands museum	

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3	Autumn	6	What can we learn from the Kingdom of Benin?	<i>Non-European society that contrasts with Britain</i>	Our aim is to ensure our curriculum is diverse and to mitigate misconceptions e.g. affluency in Africa. In Y6, the children will learn about the history of black, British people of West African heritage.	Community & culture Hierarchy & Power	Nation, settlement,	Evidence & interpretation		
	Spring	6	What happened between the Stone Age and the Iron Age?	<i>Changes in Britain from Stone Age to Iron Age</i>	Next term, the children will study Roman Britain so will have an appreciation for what Britain was like at this time. This enquiry supports the development of the concept of chronology in British history as it is taught at the beginning of KS2. It provides a direct comparison to Kingdom of Benin which happened at the same time (and was studied last term).	Community & culture	Agriculture, art, religion, settlement, spirituality,	Change & continuity Similarity & difference, Evidence & interpretation	Walton was a small, farming settlement at this time (River Thames flood plain).	Visit to Butser Farm Stonehenge (GW)
	Summer	6	What was the Roman legacy on Britain?	<i>The Roman Empire and its impact on Britain.</i>	The focus is on the history of Roman Britain, <i>within the context</i> of the Roman empire. Next term, the children learn how Henry VIII broke away from the Catholic church in Rome. Having studied the Iron Age last term, the children will have an awareness of the Britain the Romans conquered.	Hierarchy & power Conflict & disaster Community & culture Exploration & invention	Economic, political, monarchy, empire, legacy	Evidence & interpretations Similarities & differences Significance: Boudicca	Julius Caesar crossed the Thames at Walton in 54BC during his second invasion.	Workshop Museum artefacts

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4	Autumn	6	What was life like at Hampton Court Palace?	<i>Local history study</i> <i>British history beyond 1066</i>	Ashley is a church school; by focusing on the reign of Henry VIII, they can develop an understanding of how and why the Church of England came to exist. The children have a grasp of the power of the catholic church from their Romans topic in Y3.	Hierarchy & Power Community & culture	Monarchy, religion, country, law,	Changes & continuity Causes and consequence	Henry VIII built Oatlands Palace in 1538; a section of wall remains.	Tudor artefacts loan box; Visit to Hampton Court
	Spring	4	How can we be sure that humankind has really been to the moon?	<i>Knowledge & understanding of the history of the wider world</i>	In Y2, they learnt about changes in transport within living memory and in YR they learnt about space. The enquiry offers diversity and an opportunity to explore the validity of sources.	Exploration & Invention	Discovery, navigation, progress	Evidence & interpretation Significance: Mae Jamieson		
		2	What are similarities & differences between the earliest civilisations?	<i>Achievements of the earliest civilisations.</i>	Studying an overview of ancient civilisations (when & where they occurred) prepares the children for the in-depth study next term.	Hierarchy & Power	Empire, equality, government, monarchy, oppression, peasantry, privilege, slavery	Similarities & differences		
	Summer	6	What were the achievements of the Egyptians?	<i>An in-depth study of one early civilisation</i>	Last term, an overview of ancient civilisations was taught to provide context for this in-depth study.	Hierarchy & Power Community & Culture Exploration & Invention	Empire, equality, government, monarchy, oppression, peasantry, privilege, slavery, architecture, art, civilisation, communication, myth, nation, religion, settlement, trade	Changes & continuity Evidence & interpretation Significance - Queen Nefertiti		Museum loan box Workshop

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5	Autumn	6	What was the industrial revolution like for Victorians?	<i>British history beyond 1066</i>	In Y1, the children learnt about the Victorians (communication, toys, schools). Having looked at ancient civilisations in Y4, the children have developed an appreciation of how things have changed over time. The concept of the British Empire is a useful prior to Y6 where they children will learn about black, British history.	Exploration & Invention Hierarchy & Power Community & Culture	Trade, tools, progress, empire	Change & continuity	WoT station was built in 1838 and the population quadrupled in 60 years.	Museum artefact loan box
	Spring	6	What was Britain like in the 'Dark Ages'?	<i>Britain's settlement by Anglo-Saxons & Scots Viking and Anglo-Saxon struggle for the throne</i>	Having studied the Romans in Y3, the children will have an appreciation for the legacy of the Romans at the time when Anglo Saxons/Vikings came to power.	Hierarchy & power Conflict & disaster	Law, monarchy, peasantry, poverty, tyranny	Cause & consequence Change & continuity	The name 'Walton' is of Anglo-Saxon origin. St Mary's church was constructed using Saxon material.	Museum artefact loan box Workshop (battle re-enactment & weapons display) Museum curators (GW)
	Summer	6	What was the legacy of the Ancient Greeks?	<i>Ancient Greek life, achievements and influence on the Western world</i>	The focus on the role of women at the time supports our diversity theme. The NC requires a focus on legacy which depends on higher level thinking and is thus best taught in UKS2. The Paris Olympics will be held in 2024 so this will be taught just prior.	Hierarchy & power Community & culture	Democracy, legacy, myth	Evidence & interpretation Significance: Pheidippides		Museum artefact box Workshop Greek play (GW)

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6	Autumn	6	What can we learn about life on the Home Front?	<i>British history beyond 1066</i>	In Y2, Brooklands (and its role in building wartime aircraft) was studied. The study of propaganda develops an awareness of how information can be used/abused thus enabling them to identify 'fake news' in their own lives. Every year group learns about the importance of Remembrance Day.	Community & culture Conflict & disaster	Propaganda, military, peace, occupation, conquest, liberation, surrender, treaty, war	Cause & consequence Change & continuity Evidence & interpretation	Owing to the proximity of aircraft factories at Brooklands, WOT was bombed by the Luftwaffe. In 1940, Charles Sydney died when his Spitfire crashed on Station Avenue. Walton Bridge was damaged. Madeleine Albright, US Sec. of State, lived here in WW2.	Home Front Bus or Henley Fort? Museum artefact loan box
	Spring	6	How did Britain change during the 20 th century?	<i>British history beyond 1066</i>	Children have experienced COVID and have accessed the NHS themselves. In Y1, they learnt about significant individuals within the evolution of health care. Children have the maturity to access more challenging concepts like the suffragette movement and the merits of 'free at the point of access' healthcare in UKS2.	Hierarchy & Power Community & Culture	Equality, democracy, law, parliament, politics	Continuity & change Significance: Emmeline Pankhurst & Ernest Bevin (Aneurin Bevan?)		Visit to Houses of Parliament?
	Summer	6	What can we learn from Black, British history?	<i>British history beyond 1066</i>	The NC focuses on pre-1066 topics so this enquiry will focus on the last three centuries to compensate for this. The Black Lives Matter movement and the resulting media coverage makes this enquiry topical. We want our children to leave Ashley with a well-informed appreciation of race-related issues and prepared for KS3 where migration is a key theme. In Y4, the children studied the history of Benin and the enquiry this term also focuses on black people from West Africa. In Y5, they learnt about the British Empire.	Hierarchy & Power Community & Culture	Empire, migration, exploration, exploitation, slavery, discrimination	Change & continuity		