

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.

Impact



History National Curriculum Milestones (Trust 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 (Brunel / Cabot)	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	



Overview

	Autumn	Spring	Summer
Reception 25/26	Discuss changes they remember e.g. from when they started school, pre-school Past – homes		
Year 1 25/26	<u>What do photographs tell us about Britains past?</u>	<u>Death of monarch, birth of future monarch etc</u>	<u>John Cabot and Brunel</u>
Year 2 25/26	<u>Stories of significant rulers Conflict, conquest and empire</u>	<u>Queen Victoria</u>	<u>Significant individuals who fought for change</u>
Year 3 25/26	<u>Stone Age – how do we know about it?</u>	<u>Bronze and Iron Age – how did life change?</u>	<u>Ancient Egypt – what stayed the same over 3000 years?</u>
Year 4 26/27	<u>Ancient Greece – what do we know?</u>	<u>Ancient Greek - legacy</u>	<u>The Romans – what impact did they have?</u>
Year 5 27/28	<u>Anglo Saxons – after the Romans left</u>	<u>Islamic Civilisation - Baghdad</u>	<u>The Vikings –why the British Isles?</u>
Year 6 28/29	<u>The Great War – people and communities</u>	<u>What made the Maya so distinctive?</u>	<u>Experiences of WW11</u>