

## Bushey Heath Primary School: History Curriculum Overview

### Curriculum Vision & Principles

At Bushey Heath Primary School, we deliver an enquiry-based "spiral" curriculum founded in the National Curriculum; designed to inspire a lifelong love of history. Starting with the wonders of the prehistoric world and progressing to complex global events, students build detailed subject knowledge while repeatedly revisiting core themes to deepen their historical literacy. Our goal is to ensure students leave as competent historical thinkers.

### The Key Concepts and Skills of Historical Thinking

Every unit is taught through the lens of these **seven disciplinary skills** (Second-Order Concepts), which empower students to analyse the past with academic rigor:

1. **Chronological Understanding:** Building a linear sense of "then and now" to understand the sequence of history.
2. **Continuity and Change:** Identifying what stayed the same and what altered over time, such as the evolution of farming or travel.
3. **Cause and Consequence:** Explaining the "why" behind events and their resulting impacts, from dinosaur extinction to the origins of WWII.
4. **Similarity and Difference:** Comparing diverse societies within the same period or contrasting the past with the present.
5. **Historical Significance:** Evaluating why certain individuals or events, such as the Battle of Britain or the Reformation, hold lasting importance.
6. **Historical Enquiry & Evidence:** Using primary artefacts and secondary sources to ask and answer rigorous questions about the past.
7. **Historical Interpretation:** Understanding that history is constructed from different perspectives, biases, and ethical dimensions.

### Thematic Progression

To facilitate this development, our curriculum is divided into three terms that create a clear line of progression across every year group:

- **Autumn: Prehistoric Britain** – From the origins of life and dinosaurs to the dawn of human civilisation.
- **Spring: Empires and Civilisations** – Exploring the power, beliefs, and legacies of the Romans, Greeks, Vikings, and Maya.
- **Summer: Innovations and Modernity** – Investigating the history of travel, local Bushey heritage, and the global impact of Empire and the World Wars.

## Early Years Foundation Stage

### Early Learning Goal (ELG): Understanding the World, Past and Present

Before children begin their chronological journey in Year 1, they develop foundational historical thinking through personal experience and storytelling. By the end of the EYFS, children at the expected level of development will:

- **Social Awareness:** Talk about the lives of the people around them and their roles in society.
- **Chronological Comparison:** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- **Narrative Context:** Understand the past through settings, characters, and events encountered in books read in class and storytelling.

### Bridge to Key Stage 1: From "Me" to "History"

The EYFS curriculum acts as a springboard for the specific historical concepts introduced in Year 1.

EYFS Skill	Leads to KS1 Concept
Talking about people around them	<b>Significant Individuals:</b> Recognising that individuals impact society (e.g., Explorers/Pioneers).
Similarities and differences (Past/Now)	<b>Continuity and Change:</b> Identifying what stayed the same from the Stone Age to the Romans.

**Key Questions:** Who are the people around me and what do they do? How is my life different from the stories in my books? What was I like when I was a baby? How is my life different from my parents' childhood? How do we know about things that happened before we were born?

**Vocabulary:** Past, present, before, after, old, new, family

KS1 Year 1	Autumn		Spring	Summer	
Theme	Prehistoric Britain		Empires and Civilisations	Innovations and Modernity	
Substantive Content: What we study	Dinosaurs	Stone Age to Iron Age	Romans	Lives of significant individuals/ Local History Events beyond /within living memory:	
Key Concepts and Skills: How we think like historians and what we do	Evidence (fossils prove dinosaurs existed) Chronology (place dinosaurs on a timeline) Cause & Consequence (reasons for dinosaur extinction) Continuity & Change (how life/tools evolved Stone → Iron Age) Similarity & Difference (compare past life with today)		Evidence (clues) (coins, pottery and mosaics show life) Chronology (Romans after the Iron Age) Significance (why invasion mattered; Julius Caesar) Similarity & Difference (Roman vs Celtic life) Cause & Consequence (why Romans came; changes)	Chronology (using "then and now" for transport), Significance (studying explorers like the first man on the moon) Evidence (using photos and stories to learn about local history)	
Enquiry questions:	How do we know that dinosaurs exist? How old are dinosaur bones?  Place on timeline  Investigate questions linking dinosaurs to current animals/items i.e. How many elephants did the heaviest dinosaur weigh?  How many double decker buses are the equivalent height of a Brachiosaurus?  What is the brain of an adult Stegosaurus equivalent in size to?  X link Maths		Place on timeline  When were the Stone Age, Bronze Age and Iron Ages?  Why were they given those names?  What tools/ weapons did they make?	Place on timeline  Who were the Romans? (Compare time scales with Iron Age)  Why did they come to Britain? Were they friendly? How do you know?  What did they look like? How did this differ from the Iron Ages people?  Who was Julius Caesar? Why was he important? How did he dress?	When was the wheel invented?  How did this change peoples' lives? How do we know?  How did Julius Caesar travel? How do we know?  How did people travel in Bushey 100 years ago? How do we know? 1912- school going to Brighton.  Who was the first man to travel to the moon? How did he travel? How do we know?  Who was the first woman to travel to space?  How do you travel now? What has changed? What has stayed the same?
Vocabulary:	<i>Dinosaur, exist, evidence, prehistoric, compare, larger, smaller, big, bigger, biggest</i>		<i>Stone, bronze, iron, materials, tools, weapons, hunting, spear, axe, bow and arrow, sickle</i>	<i>Roman, empire, invasion, conquer, lifestyle, tunic, shawl, toga, sandals, emperor, ruler</i>	<i>Mesopotamia, invention, evidence, travel, transport, space race, NASA, astronauts, exploration, compare, contrast, evidence</i>

Year 2	Autumn		Spring		Summer
<b>Substantive Content:</b> What we study	Dinosaurs	Stone Age to Iron Age	Saxons and Scots	Saxons and Scots	Lives of significant individuals/ Local History Events beyond /within living memory:
<b>Key Concepts and Skills:</b> How we think like historians and what we do	<b>Similarity &amp; Difference (comparing carnivores vs. herbivores)</b> <b>Evidence (learning how archaeologists find clues about the Jurassic period)</b> <b>Continuity &amp; Change (comparing Stone Age tools to Iron Age weapons)</b> <b>Chronology (sequencing the three prehistoric ages)</b>		<b>Cause &amp; Consequence (exploring the reasons for the Saxon and Scot invasions).</b> <b>Significance (identifying why their arrival was an important change for Britain).</b> <b>Similarity &amp; Difference (comparing how they lived—homes and weapons—to people from the Stone and Bronze Ages).</b>		<b>Cause &amp; Consequence (how the invention of flying machines changed lives)</b> <b>Significance (identifying pioneers of aviation),</b> <b>Similarity &amp; Difference (comparing early flight prototypes to modern travel).</b>
	When was the Jurassic Period?  What was the Diplodocus and was it a carnivore or herbivore?  What was the Tyrannosaurus Rex and was it a carnivore or herbivore?  How do we know?  What were the differences?	When were the Stone Age, Bronze Age and Iron Age?  What tools/ weapons did they use?  What did the homes look like? How does this compare to your house?	Who were the Scots? (Focus on invasion)  Who were the Anglo Saxons? (Focus on invasion)  How did the Anglo-Saxons and Scots live (choose one area to focus on such as housing/weapons/the role of women)?  Compare this to how the Stone Age and Bronze Age people lived.		How did the Scots and Anglo Saxons travel?  When was the first flying machine invented? What did some of the earlier prototypes look like?  What different types of flying machine were invented?  Who flew the first planes?  How did this change peoples' lives? How do we know?  x link to geography  How do you travel now? What has changed? What has stayed the same?
<b>Vocabulary:</b>	<i>Timeline, Jurassic, carnivore, herbivore, evidence, similarities, differences, archaeologists,</i>	<i>Chronology, spear, axe, bow and arrow, sickle, quern, hoe, hunter/ gatherer/ farming, settlement, tribe, huts, roundhouse, artefacts</i>	<i>Invasion tribes, hunting, farming, thatched roof, weaving, settlement, migration</i>		<i>Sail boats, oars, invention, aviation, engine, evidence, records, navigation, propeller, glider,</i>

<b>KS2 Year 3</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Theme</b>	<b>Prehistoric Britain</b>		<b>Empires and Civilisations</b>		<b>Innovations and Modernity</b>	
<b>Substantive Content: What we study</b>	<b>Dinosaurs</b>	<b>Stone Age to Iron Age</b>	<b>Ancient Greece</b>	<b>Ancient Egypt</b>	<b>Beyond 1066: Henry VIII</b>	<b>Beyond 1066: Queen Victoria</b>
<b>Key Concepts and Skills: How we think like historians and what we do</b>	<b>Chronology</b> (identifying when dinosaurs died out), <b>Cause &amp; Consequence</b> (investigating what caused extinction), <b>Significance</b> (evaluating the importance of megaliths and stone circles).		<b>Similarity &amp; Difference</b> (contrasting Greek/Egyptian societies with today), <b>Interpretation</b> (debating the "greatest contribution" to modern life, e.g., democracy vs. hieroglyphics).		<b>Significance</b> (evaluating the impact of Henry VIII's Reformation), <b>Continuity &amp; Change</b> (tracing the expansion of railways and their legacy in the Victorian era)	
<b>Enquiry Questions:</b>	How do we know dinosaurs existed? Who studies fossils and prehistoric life?  When did Dinosaurs die out? What caused this to happen?  Did any of the dinosaurs survive?	When was the earliest evidence of art? How did they paint?  What evidence of art/sculptures do we have from Prehistoric Britain?  What are megaliths?	Who were the Ancient Greeks and Ancient Egyptians?  What was the greatest contribution to modern day life? (i.e., hieroglyphics/democracy)  What does the art/sculptures from the period tell us?  How did their societies differ from ours today? Place on timeline		Place on timeline  Why is Henry VIII so famous?  What has been the greatest impact of Henry VIII? (Focus on separation of church and state)  Is it significant?	Place on timeline Who were the Victorians?  How is Queen Victoria related to our current Queen?  What lasting legacies have been left by the Victorian era?  Focus on industrialisation and the introduction of the railways i.e. How did the expansion of the railways affect people's lives? How did people react at the time?
<b>Vocabulary:</b>	<i>Prehistory, fossil, evidence, palaeontologist, extinction, theory, cause, consequence</i>	<i>Stone Age, Bronze Age, Iron Age, artefacts, structure, monument, megalith, henge, stone circle, solstice, cave paintings, sculpture, figurines,</i>	<i>Civilisation, artefact, legacy, democracy, hieroglyphics, society, culture, significance</i>		<i>King, monarch, Tudor, Catholic, Protestant, Reformation, Church and State,</i>	<i>Queen, monarch, empire, Victorians, legacy, industrial revolution, expansion, technology, wealth, workhouse</i>

<b>Year 4</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Substantive Content: What we study</b>	<b>Stone Age to Iron Age</b>	<b>Britain before the Roman Empire</b>	<b>Romans</b>	<b>Saxons and Scots</b>	<b>Beyond 1066: Start of WWII</b>	<b>WWII Home front</b>
<b>Key Concepts and Skills: How we think like historians and what we do</b>	<b>Continuity &amp; Change (transition from hunter-gathering to farming) Evidence (using archaeology to understand Neolithic ancestors).</b>		<b>Significance (the impact of Queen Boudica's rebellion) Similarity &amp; Difference (comparing Roman, Anglo-Saxon, and Celtic ways of life).</b>		<b>Cause &amp; Consequence (why Britain went to war in 1939) Interpretation (understanding life on the Home Front through different perspectives) Significance (identifying key leaders of WWII)</b>	
<b>Enquiry Questions:</b>	When did our ancestors first start to farm?  What did farming/hunter-gathering look like in Prehistoric Britain?	Who were the people who lived in Britain before the Roman invasion and what we know about their lives?  Focus on the following as separate Learning Objectives: -Celts -warring tribes -hill forts -lack of transport/roads  Place on timeline	Who was Boudica?  Why did she join forces with the Trinovantes?  Was she successful?  What can we learn from this event?  Place on timeline	What difference did the Romans and Anglo-Saxons make to the British way of life (compare and contrast with Celts)  Who has made the biggest difference to Britain, the Romans or the Anglo-Saxons?  Place on timeline	Why did Germany go to war?  Why did Britain go to war in 1939?  What countries fought on which side?  Who were the main leaders in WWII?  Place on timeline	What was life like in Britain in 1939?  What was the Homefront?  What effect did the war have on people?  How did people protect themselves during WWII?
<b>Vocabulary:</b>	<i>BC, AD, hunter-gatherer, settlement, farming, tools, domesticated, agriculture, cultivation, livestock, tools, human development</i>	<i>Celts, tribe, roundhouse, hill fort, wattle and daub, thatch, warrior,</i>	<i>Queen Boudica, invasion, rebellion, battle, significance</i>	<i>Legacy, impact, significance, compare, invaders,</i>	<i>War, cause, The Allies, The Axis, leaders, Adolf Hitler, Winston Churchill, invasion,</i>	<i>Home Front, rationing, coupons, civilians, armament, munitions factories, evacuation, Home Guard, Air Raid Wardens,</i>

Year 5	Autumn		Spring		Summer	
<b>Substantive Content:</b> What we study	Dinosaurs	Stone Age to Iron Age	Vikings	Vikings	Queen Victoria- crime and punishment	Queen Victoria
<b>Key Concepts and Skills:</b> How we think like historians and what we do	<b>Interpretation (evaluating different theories of extinction, e.g., asteroid vs. climate)</b> <b>Cause &amp; Consequence (how the discovery of fire led to human development)</b>		<b>Historical Interpretation (challenging the "bad reputation" of Vikings).</b> <b>Ethical Interpretation (questioning the fairness of their reputation and if it is right to judge them only by what their enemies wrote).</b> <b>Evidence (using excavations to prove they were peaceful settlers and traders)</b>		<b>Ethical Interpretation (analysing the fairness of Victorian law and debating if punishments like transportation were morally right).</b> <b>Continuity &amp; Change (tracking how the police force and laws changed over time).</b> <b>Significance (evaluating the global impact and ethical complexities of the British Empire)</b>	
<b>Enquiry Questions:</b>	What are the different theories as to why dinosaurs died out?  What do you think happened to the dinosaurs? How have you come to this decision?  When did mammals first appear?  <i>When did humans first appear?</i>  X link science	How did fire help prehistoric people?  When did we start using it?  How did we benefit from it?	What image do we have of the Vikings today?  Why have the Vikings gained such a bad reputation? Are we fair to the Vikings?	How have recent excavations changed our view of the Vikings?  What have these excavations revealed about the Viking way of life?  How did the Vikings change Britain?  Were the Vikings raiders or settlers? What do you think?	When and why were the police, force created?  How did crime and the law change during the Victorian era?  How was the punishment for stealing different then from today? Was it fair?	What is an empire?  Why did the British have an empire?  Why did it collapse?  Why is this significant?
<b>Vocabulary:</b>	<i>archaeology, palaeontology, theories, support, population, competition, asteroid, disease, climate,</i>	<i>Prehistory, natural fire, conserved fire, kindled fire, fuel, social, survival, warmth, light, cook, development</i>	<i>Reputation, evidence, artefacts, opinion, invaders, settlers, primary sources, secondary sources, monks, monastery</i>	<i>Reputation, artefacts, opinion, invaders, settlers trade, agriculture, craftsmen, settlements, legacy</i>	<i>Industrial revolution, population, empire, smuggling, traitor, trespass, Bobbies, Peelers, transportation, prison, hard labour</i>	<i>Empire, rule, trade, export, import, growth, decline, impact, Commonwealth</i>

<b>Year 6</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Substantive Content: What we study</b>	<b>Stone Age to Iron Age</b>	<b>Maya</b>	<b>Maya</b>	<b>Normans</b>	<b>Battle of Britain</b>	<b>Holocaust</b>
<b>Key Concepts and Skills: How we think like historians and what we do</b>	<b>Similarity &amp; Difference (comparing Stone Age religious practices like ancestor worship to modern faiths), Evidence (using henge structures to infer prehistoric beliefs)</b>	<b>Significance (evaluating the lasting impact of Maya inventions, such as their calendar, number system, and writing). Interpretation (exploring what daily life was like 1,000 years ago and how religious beliefs shaped their society). Ethical Interpretation (analysing Maya religious practices, such as sacrifice, through a historical lens rather than a modern one)</b>		<b>Significance (the impact of the 1066 Norman invasion on the English throne) Ethical interpretation</b>	<b>Significance (the role of the Polish Airmen and Bletchley Park in winning WWII) Ethical Interpretation (studying the Holocaust and why it must be remembered),</b>	
<b>Enquiry Questions:</b>	Investigate late Neolithic/ Bronze age/ Iron Age/Stone age religion  Compare and contrast. How do we know?  Relate to/compared to current religious practices	Why do we study the Maya in history?  Who were they? What we know about their lifestyle? What we know about their religious beliefs?  Place on timeline	Why did the Maya Empire grow? What was life like for the Maya 1000 years ago?  What happened to the Maya?	Who were the Normans and where did they come from?  Who had the strongest claim to the throne in 1066?  Why was the Norman invasion so significant? Have we been invaded since? Why do you think this is?	What was the Battle of Britain?  Why was the Battle of Britain a significant point on the war?  Who won the BoB? How did they win? What was the role of the Polish Airmen?  Who won the world war? (Role of Bletchley Park)	What was the Holocaust?  Why did the Holocaust happen?  Why should we remember the Holocaust?
<b>Vocabulary:</b>	<i>Religion, culture, faith, Neolithic, ancestor worship, stone circles, henge, pagan</i>	<i>Civilisation, legacy, religion, gods, worship, cultural significance, festivals, farming, maize, cacao,</i>	<i>Empire, exploration, discovery, trade, valuable resources, irrigation and farming methods, warfare, invasion, migration, disease, over farming</i>	<i>Battle of Hastings, invasion, Domesday Book, Normans, Anglo-Saxon, throne, predict, Bayeux Tapestry</i>	<i>Air force, RAF, Luftwaffe, Operation Sea Lion, invade, Allies, aerial warfare, dogfight, code, cipher,</i>	<i>Holocaust, Nazi Party, antisemitism, discrimination, persecution, genocide</i>

## Skills Progression Grid

Skill	Phase	Progression in Context
Chronological Understanding	EYFS	Talk about past & present through stories, family & routines
	KS1	Sequence dinosaurs, prehistory & Romans on timelines
	LKS2	Place Greece, Egypt & Tudors/Victorians on a timeline
	UKS2	Relate Maya, Normans & WWII in wider chronology
Historical Enquiry & Questioning	EYFS	Ask about people & events in stories
	KS1	Ask/answer using artefacts, images & local history
	LKS2	Use enquiry questions (e.g. Why was Henry VIII significant?)
	UKS2	Independently frame enquiries (e.g. Was the Viking reputation fair?)
Using Evidence	EYFS	Use photos & objects to talk about the past
	KS1	Use fossils, artefacts & pictures as clues
	LKS2	Distinguish between source types (artefacts, art)
	UKS2	Select, evaluate & justify sources (e.g. Holocaust testimony)
Cause and Consequence	EYFS	Recognise why something happened
	KS1	Identify simple causes (e.g. Roman invasion of Britain)
	LKS2	Explain multiple causes/outcomes (Reformation, Industrial change)
	UKS2	Analyse short/long term consequences (Norman invasion, WWII)
Similarity and Difference	EYFS	Notice differences between past & present
	KS1	Compare prehistoric life with today
	LKS2	Compare civilisations (Ancient Greece/Egypt)
	UKS2	Make reasoned comparisons across cultures/beliefs
Historical Interpretation	EYFS	Listen to stories about the past
	KS1	Recognise different versions of events
	LKS2	Explain why accounts differ
	UKS2	Evaluate interpretations, including ethical judgement
Vocabulary & Communication	EYFS	Use simple time language
	KS1	Use subject vocabulary orally & in writing
	LKS2	Apply technical vocabulary accurately
	UKS2	Construct structured, evidence-based historical explanations