Gothic Mede Academy History Curriculum – 2026-2027

	Autumn	Spring	Summer
Nursery	*Me! – Understand their place in their family and who their immediate relatives are. All About Me books – talking about family members and past events. Autumn – seasonal changes Nursery Rhymes - discussing origins of words/ talking about past times*	*Winter and spring weather observations and seasonal changes Nursery Rhymes - discussing origins of words/ talking about past times Mother's Day Easter*	*Father's Day Transition and changes Nursery Rhymes - discussing origins of words/ talking about past times*
Reception	*All About Me. Peepo/ Old Bear Journeys - visit from vintage car, Mr Gumpy's Motor Car*	*Stories set in the past- comparing and contrasting, Nursery Rhymes - discussing origins of words/ talking about past times*	*Seasides - comparing and contrasting holidays*
Year 1	*How am I making history?*	*How have toys changed?*	*How have explorers changed the world?*

Year 2	*How did we learn to fly?*	*What is a monarch?*	*How was school different in the past?*
Year 3	*What did the ancient Egyptians believe?*	*Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?*	*Why did the Romans settle in Britain?*
Year 4	*How did the achievements of the Ancient Maya impact their society and beyond?*	*How hard was it to invade and settle in Britain?*	*How have children's lives changed?*

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught about:

- 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 [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should be taught:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.