



Micklands Primary School

History Curriculum Syllabus

Our Intent

At Micklands, we believe history is a powerful subject that helps children understand who they are, where they come from, and how the world has changed. Through a carefully structured curriculum, we aim to foster curiosity, critical thinking and a sense of identity.

Children at Micklands will learn about significant people, events and places from local, national and world history. They will explore how and why things changed, what stayed the same, and how we know about the past. Our history curriculum gives children the tools to think like historians—asking questions, using evidence, spotting different viewpoints, and forming their own interpretations.

History at Micklands is engaging, purposeful, and connected. We explore themes of power, conflict, innovation, community and the environment, ensuring that pupils leave primary school with a strong understanding of chronology and an appreciation of the diverse histories that shape our world.

Look out for:

- Local history studies linked to Reading and the school community
- Visits to museums, historical sites and heritage centres
- Whole-school timelines and historical exhibitions
- Creative final outcomes such as performances, podcasts or interviews
- Curriculum links to geography, art, English and PSHE

Encourage your child to talk about what they're learning in history, visit local historical places, and ask questions about the past at home.

Content and Structure

History at Micklands is taught in three termly units per year group. Each unit builds disciplinary and substantive knowledge by focusing on:

- **Chronology and change over time**
- **Cause and consequence**
- **Similarities, differences and significance**
- **Using sources and asking questions**

We use structured sequences of lessons with rich vocabulary, creative assessments and regular retrieval. Children learn how to think and communicate like historians.

Curriculum Progression

Year	Units	Key Learning and Skills
EYFS	Continuous provision and exploration	Talk about past and present events; use and understand time-related vocabulary (e.g. before/after); sequence familiar routines and stories; explore change and continuity through play and storytelling
Y1	Old and New Toys, The Great Fire of London, Our School in the Past	Sequence objects and events; identify similarities and differences between past and present; ask and answer questions using artefacts and stories; use simple historical terms such as “long ago” and “now”
Y2	Inventors and Inventions, Our Local Area in the Past, Mary Anning and the Secrets in the Stones	Recognise the impact of significant people and inventions; explore local changes over time; use photographs, maps and objects as evidence; describe the importance of discoveries
Y3	Life from the Stone Age to the Iron Age, Power and the Crown, Ancient Egypt	Use timelines to sequence periods; compare life across early civilisations; explore beliefs, achievements and legacies; ask and investigate historical questions using a range of sources
Y4	The Romans in Britain, Reading Abbey and Our Town’s Story, Ancient Greece	Understand the impact of invasion and settlement; explore local and national heritage; compare ancient societies; use evidence to draw conclusions and support ideas
Y5	Anglo-Saxons and Early Settlement, The Kingdom of Benin, World War II	Examine settlement, conflict and cultural exchange; explore global history and power; interpret propaganda and primary sources; evaluate significance and impact on daily life
Y6	The Vikings, The Mayan Civilisation, Railways and the Growth of Reading	Make connections across time periods; analyse cause, consequence and change; evaluate different interpretations of the past; use sources critically to support historical arguments

Link to Climate Change Education

Each year group in KS1 and 2 includes **explicit and implicit opportunities** to connect art with environmental awareness:

Year	Unit Focus	Link to Climate Education
Y1	Old and New Toys, The Great Fire of London, Our School in the Past	<ul style="list-style-type: none"> Understand material choices and their environmental impact. Encourage care, reuse, and conscious decision-making. Encourage pupils to observe how the outdoor space has changed and reflect on why planting, growing food, or keeping green spaces might be important today.
Y2	Inventors and Inventions, Our Local Area in the Past,	<ul style="list-style-type: none"> Introduce the idea that how we cook and use electricity affects the planet. Encourage small changes (e.g. switching off appliances) to protect resources. Support early awareness of the importance of preserving natural areas in local communities and how these spaces may be affected by change.

	Mary Anning and the Secrets in the Stones	<ul style="list-style-type: none"> • Build an understanding that the Earth changes over time. Introduce the idea that our actions leave traces — just like fossils — and can impact the planet in the long term.
Y3	Life from the Stone Age to the Iron Age, Power and the Crown, Ancient Egypt	<ul style="list-style-type: none"> • Build awareness that early humans had a close relationship with nature, and introduces the idea that modern farming impacts the environment differently. • Show that leaders (even symbolic ones) can influence how people care for the planet and raise awareness. • Encourage reflection on the relationship between people and nature, and how modern changes in farming and water use can affect the planet.
Y4	The Romans in Britain, Reading Abbey and Our Town's Story, Ancient Greece	<ul style="list-style-type: none"> • Encourage awareness of global trade, transport, and resource use over time. Build understanding that civilisations have always shaped — and been shaped by — their environment. • Encourage thinking about sustainability, heritage preservation, and the environmental impact of construction over time. • Help pupils consider sustainable living and how environmental practices have changed. Support understanding of resource use and environmental responsibility over time.
Y5	Anglo-Saxons and Early Settlement, The Kingdom of Benin, World War II	<ul style="list-style-type: none"> • Land use, deforestation, and long-term environmental change. • Sustainable resource use and the environmental cost of materials and trade. • Sustainable consumption, waste reduction, and carbon footprints.
Y6	The Vikings, The Mayan Civilisation, Railways and the Growth of Reading	<ul style="list-style-type: none"> • Build understanding of how human settlement shapes the land and encourages reflection on sustainable resource use. • Encourage pupils to connect historical land use with modern environmental concerns, including habitat loss, sustainability, and the legacy of agriculture. • Support awareness of industrial change and environmental impact over time, including the lasting effects of infrastructure and the role of transport in sustainability.

How We Teach History

- **Lessons are enquiry-led:** Each unit builds around a central historical question.
- **Vocabulary is embedded:** Each lesson reinforces key historical terms.
- **1-Minute Checks:** Every lesson includes a quick formative assessment to check for understanding and address misconceptions.
- **Creative Assessments:** End-of-unit tasks are designed to assess core knowledge and skills in engaging, child-friendly ways—such as interviews, debates, performances or projects.
- **Source Analysis:** Children regularly explore both primary and secondary sources.
- **Local Links:** Our curriculum uses the rich history of Reading to build pupils' sense of place and belonging.

History Assessment Summary for Parents

We assess history through discussion, retrieval tasks, recorded work, and end-of-unit assessments. Children are supported to use historical vocabulary, understand chronology and show curiosity about the past.

Below Expectations

Your child may:

- Struggle to recall key facts or sequence events
- Find it difficult to use historical vocabulary correctly
- Need support to ask or answer simple historical questions
- Show limited engagement with sources or storytelling

At Expected Level

Your child is likely to:

- Recall key facts from the unit and talk about them with growing confidence
- Sequence events and use a timeline with support
- Use historical terms correctly in discussion and written work
- Show understanding of cause, consequence or significance
- Talk about how we know about the past using different sources

Above Expectations

Your child may:

- Show a strong grasp of chronology and context
- Explain historical changes clearly and connect them to today
- Use sources effectively to build arguments or interpretations
- Show curiosity and independence when researching or presenting their ideas
- Demonstrate confidence in using precise historical vocabulary

How You Can Support History at Home

At Micklands, we believe history comes alive when it's part of everyday conversation. You don't need to be a history expert to support your child—just curious! Here are some simple ways to build historical thinking and awareness at home:

Talk about the Past

- Share stories from your own childhood, or from older family members.
- Compare “then” and “now” using objects at home (e.g. toys, phones, photographs).
- Use time language in daily conversation (e.g. “a long time ago”, “in the past”, “before you were born”).

Explore Local and Family History

- Look at old family photos together and talk about who, where and when.
- Walk around your local area and spot old buildings, plaques or street names.
- Visit Reading Museum, Reading Abbey, or take a trip on the railway and discuss how places have changed.

Play and Role-Play

- Encourage dressing up and pretending to be historical characters from school (e.g. Mary Anning, a Roman, a WW2 evacuee).
- Use small world play (e.g. castles, farms, trains) to retell historical stories and events.

Read Together

- Enjoy picture books and stories set in the past (e.g. Stone Age Boy, The Great Fire of London).
- Look at non-fiction books with photos, timelines and labelled diagrams.
- Use local library history sections or search safely for historical facts together online.

Visit Historical Places

- Explore castles, museums, parks and heritage sites, especially those linked to the curriculum like:
- Reading Abbey
- The River Thames (linked to Ancient Egypt, Romans, and Reading's history)
- Local war memorials or transport museums
- Upton Court or Silchester (linked to Romans)

Discuss What They're Learning

- Ask questions like "What surprised you most?", "Would you like to live in that time?", or "What do we still do today that they did then?"
- Help them prepare for creative end-of-unit projects by talking through their ideas and helping gather simple materials.

Support Enquiry Skills

- Wonder aloud together: "How do we know about the past?" or "Why do people remember that event?"
- Encourage curiosity: not every question needs an answer, but every question can lead to learning.