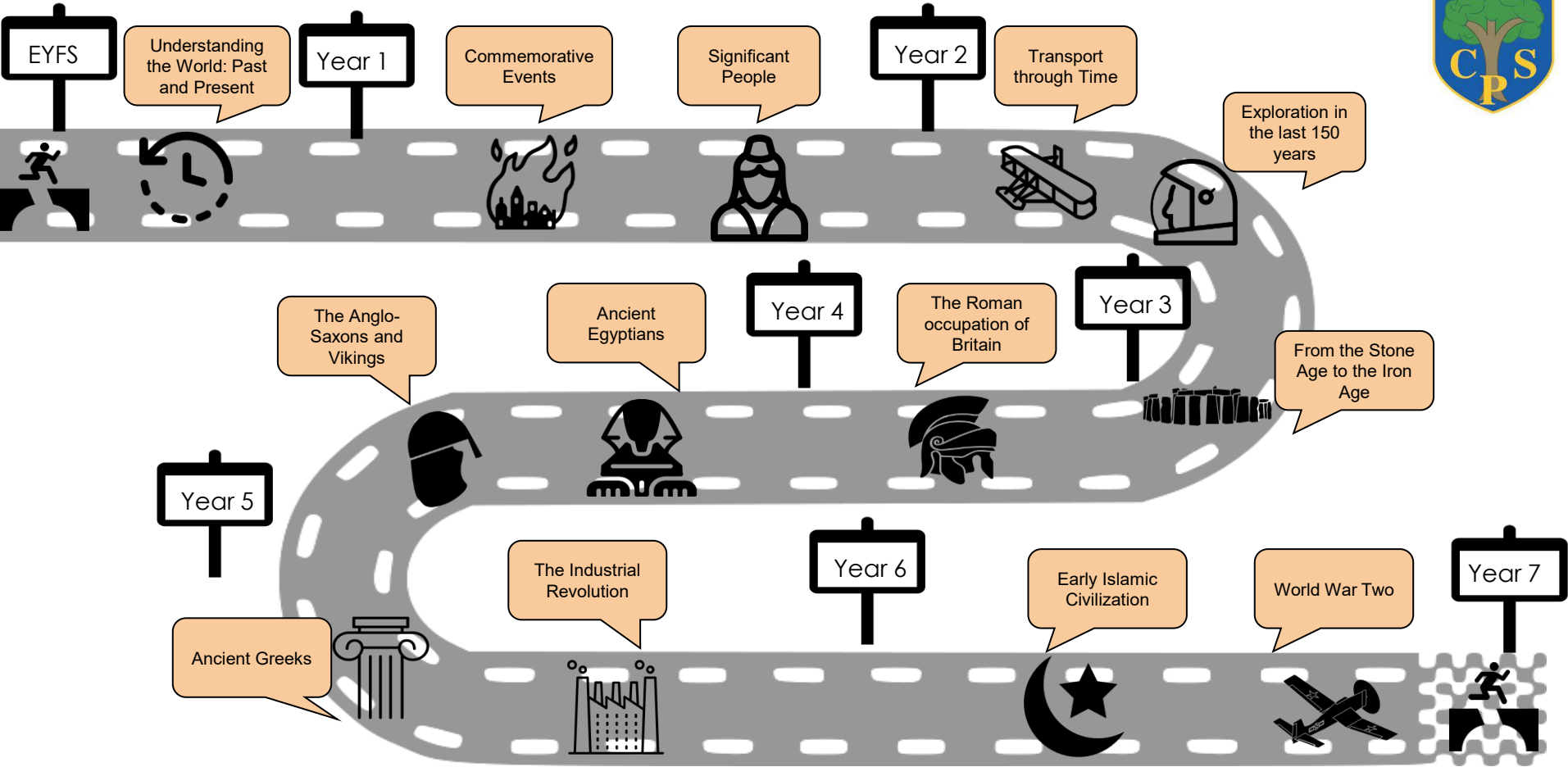


The Coppice Primary School History Curriculum



Phase	What?	Why?
EYFS	<ul style="list-style-type: none"> ● Myself and my family ● People who help us ● Transport and journeys 	<p>At EYFS, we lay the groundwork for studying history as a subject discipline by exploring themes through the child’s own life. They begin to consider who they are, the people around them and how people move around. These ideas act as a basis for history at KS1 by introducing events, people and travel which are focused on in Year 1 and 2.</p>
KS1	<p>Year 1</p> <ul style="list-style-type: none"> ● Commemorative events ● Significant people <p>Year 2</p> <ul style="list-style-type: none"> ● Exploration ● Transport 	<p>In KS1, we want to form a basis for children to understand the main themes and historical concepts they will meet later in the school. We carefully chose events and people who would allow us to introduce these themes well.</p> <p>Our focus is on:</p> <ul style="list-style-type: none"> - Why are events important? - Why are people important? - How did technology advance over time? <p>We teach these themes, drawing them together with our comparative explorers unit.</p>
KS2	<p>Year 3:</p> <ul style="list-style-type: none"> ● The Stone Age to the Iron Age ● Roman Britain <p>Year 4:</p> <ul style="list-style-type: none"> ● Ancient Egyptians ● Anglo-Saxons and Vikings <p>Year 5</p> <ul style="list-style-type: none"> ● Ancient Greeks ● The Industrial Revolution <p>Year 6</p> <ul style="list-style-type: none"> ● Early Islamic Civilisation ● World War Two 	<p>In Year 3, we form the foundations for the study of historical periods. We lay these foundations through a focus on British history, which allows children to understand what the world was like before their later units. We introduce concepts such as civilisation.</p> <p>In Year 4 to 6, we study ‘ancient’, ‘modern’ and ‘contemporary’ history. We made this decision to ensure that children experience each type of history throughout their time at school, with key themes running through each unit, allowing children to make connections and build chronological understanding.</p> <p>We selected the unit taught in each year by considering which units were appropriate for the age of the children as well as the importance of the period in understanding other units. We were mindful to include links to local history such as Alcester’s Roman history, the importance of the industrial revolution in Birmingham and Wythall’s contribution to the Second World War.</p>