













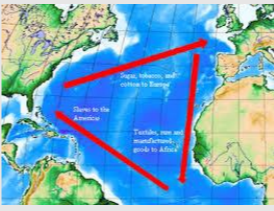



History Long term Map Overview 2025 2026- John Blow Primary School

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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.

HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELM	<p>People and communities (family roles) Marvellous me People who help us – Police officers, firefighters and doctors Past and Present ELG UW</p> 		<p>Castles and jobs in the past Past and Present ELG UW</p> 		<p>Pirates Transport of the past and present Past and Present ELG UW</p> 	
Y1	<p>What is history?</p> 		<p>Would a dinosaur make a good pet? Who was Mary Anning?</p> 		<p>How have holidays changed?</p> 	<p>Was Robin Hood a hero or a villain?</p> 
OAK	<p>How do toys from the past compare to today?</p> 		<p>Historical figures through time Hospitals and healthcare- How did Florence Nightingale and Edith Cavell help to improve hospitals?</p> 		<p>The Great Fire of London How did the Great Fire change London?</p> 	

BEECH/ASH CYCLE 1	<p>How did daily life change from the Stone Age to the Iron Age?</p> 	<p>What were the greatest achievements of Ancient Greece?</p> 	<p>How did the Roman Empire impact Britain?</p> 		
BEECH/ASH CYCLE 2	<p>What was life like in Ancient Egypt?</p> 	<p>How did the Normans change England?</p> 	<p>How Did the Tudors Reshape England?</p> 		
MAPLE/WILLOW Cycle 1	<p>How did England change during the settlement of Anglo-Saxons and Vikings?</p> 		<p>Transatlantic slave trade- Should England be ashamed of its role in slavery?</p> 	<p>Who were the Mayans?</p> 	
Maple/Willow Cycle 2	<p>How has the Victorian period shaped life in Britain today?</p> 	<p>What were the key events in WWII? What were the key events in WW1?</p> 		<p>What role did Newark play in the Civil War?</p> 	<p>Crime and Punishment How has crime and punishment changed over time in Britain?</p> 

The teaching staff of John Blow School, collaboratively collated this, and supporting documents.

This curriculum is underpinned by the best practice and research guidance from the work of Mary Myatt, Marc Hayes, Focus Education and Oak Academy. It has been audited against the National Curriculum to ensure coverage.

Our intent is to breathe life into the philosophy of education of our school: it is purpose enacted.

Our intent is for our whole curriculum is:

Balanced: promoting intellectual, moral, spiritual, aesthetic, creative, emotional and physical development.

Rigorous: to develop intra-disciplinary habits of mind; integrating the subject's knowledge and skills into a coherent whole.

Coherent: to make explicit connections and links between the different subjects/experiences encountered.

Vertically integrated: It focuses on progression by sequencing knowledge; provides clarity about what getting better at the subject means.

Appropriate: by matching levels of challenge to a pupil's current level of maturity/knowledge.

Focused: The curriculum is manageable by teaching the most important knowledge; identifying big ideas or key concepts within a subject.

Relevant: we sought to connect the valued outcomes of a curriculum to the pupils being taught; providing opportunities for our pupils to make informed choices.