

# Whole school History Overview

Equality			
Diversity			
Aspirations			
	Autumn	Spring	Summer
EYFS	Shows interest in the lives of people familiar to them and can remember and talk about significant experiences. Enjoys joining in with family customs and celebrations and can recall these experiences	Can talk about similarities and differences in relation to friends and family. Talks about past and present experiences in their own lives and in the lives of family members	Talks about similarities and differences now and in their recent past and knows what makes them unique
Year 1	Changes within living memory.	Florence Nightingale	A local history study – Kitty Wilkinson
Year 2	The Great Fire of London.	Neil Armstrong and Christopher Columbus	The Stone Age The Neolithic Age
Year 3	Ancient Egypt Cradles of Civilisation	The Indus Valley Persia and Greece	Ancient Greece Alexander the Great
Year 4	Cradles of Civilisation The Indus Valley	Persia and Greece Ancient Greece	Alexander the Great
Year 5	Roman Republic The Roman Empire	The Vikings	The Ancient Greeks
Year 6	The Battle of Britain.	Benin (West Africa) c. AD 900-1300.	A local history study – Liverpool's role in the Slave Trade.

- **Equality** – Through the teaching of history, promote the importance of equality for all.
- **Diversity** – Raise an awareness of, and interest in, the cultural richness which surrounds us at St. Michael's and a fascination with our diverse city and the wider world.
- **Aspirations** - Raise pupil's sense of identity and raise their aspirations through learning about significant individuals and events from the past

### Opening Worlds Curriculum

For the academic year 2021-22, we are implementing a new humanities scheme in KS2, Opening Worlds. This knowledge-rich programme focuses on four closely related curricular attributes – scope, rigour, coherence and sequencing. It also matches our school priorities with its heavy emphasis on vocabulary building and reading across the wider curriculum. During the implementation period, we are beginning with the Year 3 programme of study and teaching this in a staggered approach to Year 4 and 5 to trial how this impacts on vocabulary retention. This is to ensure sequencing can be maintained and prior knowledge can be built on as the children progress through the curriculum.