

Thematic Links (Recurring ideas and stories across time and place)

Theme

Examples Across Units

Change Over Time

- Year 1: Shops, Toys- Year 2: Great Fire of London, Ports-
Year 3: Stone to Iron Age- Year 6: Industrial Manningtree

Power and Resistance

- Year 4: Vikings and Anglo-Saxons- Year 5: Benin Kingdom,
Peasants' Revolt- Year 6: WWII, Witch Hunts

Trade and Exchange

- Year 2: Ipswich & Harwich- Year 4: Ancient Sumer- Year 5:
Benin Kingdom- Year 6: Industrial Manningtree

Belief, Expression and Identity

- Year 1: Breaking Boundaries (Mary Beale, Helen Sharman)-
Year 2: Equiano & Shonibare- Year 4: Anglo-Saxon art and
belief- Year 5: Benin Art

Everyday Life

- Year 1: Toys- Year 3: Roman Colchester- Year 4: Viking daily
life- Year 6: Civilians in WWII, Industrial Manningtree

Conceptual (Disciplinary) Links (Historical thinking: the lens of a historian)

Historical Concept

Taught Through...

Chronology

Ongoing through timelines and sequencing, e.g. Stone Age → Romans → Saxons → Vikings in LKS2

Change and Continuity

Toys, Shops (Y1), Great Fire (Y2), Industrial Manningtree (Y6)

Cause and Consequence

Great Fire, Peasants' Revolt, WWII, Witch Hunts

Similarity and Difference

Toys, Harwich vs Ipswich, Viking vs Anglo-Saxon beliefs

Significance

Mary Beale, Helen Sharman, Equiano, Shonibare, Matthew Hopkins

Sources and Evidence

KS2 particularly: Equiano's writing, Peasant Revolt records, WWII oral histories

Interpretation

Shonibare's art, media representations of witch hunts, WWII propaganda

Cross-Curricular Links

Subject

Units & Links

English

- Equiano: autobiography- Great Fire: diary writing (Pepys)- WWII: letters, speeches- Peasants' Revolt: persuasive writing

Art

- Mary Beale & Shonibare (Y1–2)- Anglo-Saxon art (Y4)- Benin bronzes (Y5)

Geography

- Ports (Y2)- Sumer (Y4)- Trade routes with Benin (Y5)- WWII maps (Y6)

Science

- Sharman (Y1): links to space- Industrial revolution (Y6): machinery, materials

PSHE

- Equiano & Shonibare (identity, advocacy)- Peasants' Revolt (rights)- Witch Hunts (fear, justice)

Design & Technology

- Stone/Iron Age tools (Y3)- Sumerian cities and technology (Y4)- Industrial innovation (Y6)

Computing

- Digital presentations of historical inquiry (KS2)- Research skills, timelines

OUR CHRISTIAN SCHOOL VISION:

Vision Statement

How It's Reflected in the History Curriculum

"They know they are blessed"

Children learn to appreciate the freedoms, safety, and opportunities they have today by contrasting with past hardships: e.g., Y5 Peasants' Revolt, Y6 WWII civilian life, Y2 Equiano's experiences of enslavement.

"They know they are a blessing"

Units like Y2's *Equiano and Shonibare* and Y1's *Breaking Boundaries* show how individuals can uplift and inspire others through storytelling, art, and action.

"Ambitious for themselves"

The stories of Mary Beale, Helen Sharman, Equiano, and the Sumerians show how people used their gifts and knowledge to overcome limits and make an impact — directly nurturing aspiration.

"Ambitious for one another"

By learning about courageous people who stood up for their communities (Y5 Peasants' Revolt, Y6 Manningtree workers), children are encouraged to support justice and dignity for all.

"Integrity"

Children explore moral complexity (e.g. Romans and empire, witch hunts, WWII resistance). These units help pupils wrestle with *right and wrong, truth and deception* — forming moral compass.

"Nurture all"

The inclusion of diverse histories (Benin, Equiano, Shonibare) and local voices (e.g. Ipswich, Harwich, Manningtree workers) shows that all stories matter and all people belong in history.

CHRISTIAN VALUES:

Value

Love

Trust

Hope

Community

Service

Curriculum Links

Y2: Equiano's writings show love for justice and people.
Y1: Helen Sharman's teamwork and courage in space. Y6: Acts of love in communities during WWII.

Y5: The breakdown of trust in society during the witch hunts. Y2: Trust between communities in ports and trade. Y4: Trust in leaders and gods in Sumer.

Y1–2: Stories of boundary-breakers and freedom-fighters. Y6: Hope during dark times of war and industrial hardship. Y5: Benin's cultural flourishing as a symbol of hope.

Strongest in Y2 ports, Y5 Peasants' Revolt, Y6 industrial Manningtree — all reflect how people worked together and relied on each other.

Y2: Equiano's service to truth and abolition. Y6: Civilians' service during WWII. Y1: Helen Sharman's service as a scientist and role model.

COURAGEOUS ADVOCACY & AGENTS OF CHANGE

Theme of Advocacy

Where It's Explored in History

Challenging injustice

Y2: Olaudah Equiano's abolitionism. Y5: Peasants' Revolt fighting economic injustice. Y6: WWII civilians resisting oppression.

Using creativity for change

Y2: Yinka Shonibare uses art to challenge colonial histories. Y1: Mary Beale broke artistic gender barriers.

Speaking up for others

Y1–Y6: Across the years, children encounter people who used their voice to help others — be it in parliament, art, or protest.

Becoming local changemakers

Y6: Industrial Manningtree. Students connect directly with how ordinary people changed their town — tying into the ethos of Agents of Change.

How This Curriculum Prepares Pupils for Secondary History and Beyond

Preparation Area

How Curriculum Supports Pupils

Chronological understanding

Repeated timeline work, sequencing, placing local and national history in context

Historical enquiry skills

Focus on big enquiry questions, using diverse sources, interpreting evidence

Engagement with diverse histories

Inclusion of global and minority histories prepares for broad KS3 topics

Conceptual understanding

Explicit use of historical concepts aligned with secondary frameworks

Local to global perspectives

Deep local history connects to wider national and world history themes

Empathy and ethical reflection

Focus on significant individuals and societal conflicts develops ethical reasoning

Source analysis and interdisciplinarity

Use of art, words, objects nurtures source literacy and analytical breadth

Analytical writing foundation

Scaffolded explanation, comparison, and cause-effect reasoning readies pupils for KS3 essays