



History Curriculum 2026

<p>Curriculum Intent</p>	<p><u>Intent</u> At Field Junior School, our children receive a broad and ambitious history curriculum. We believe it is culturally important that children develop an understanding of the past using a range of artefacts and sources to learn how things have changed over time. Our aim is to spark children’s curiosity, their love and enjoyment of history and enable them to ask and answer valid questions-using their previous knowledge or their own interpretation of the past. Big Questions are used to help children to link their learning across different periods in history. We are proud that each class will join in with an immersion day for most history topics and/or will go on a school trip that links with their subject. Our curriculum is entwined with other foundation subjects so that the children get a broad and exciting learning experience, which they should remember through their accumulated knowledge. Vocabulary displays in every classroom support this as well as half termly Cultural Development assemblies, which include an assembly on the history of the country we are focusing on that term. Throughout the year, key historical events are celebrated including Black History Month and Remembrance Day. We want the children at Field to learn about our local history in context of our national past, through studying lives of important people, learning of the impact of significant events on the development of Watford and learning about the history of Field Junior School itself. We want our children to make comparisons with life today and previous time periods studied throughout their time at our school. A clear timeline is displayed in every classroom which enables children to build a solid understanding of when a time period has occurred.</p> <p><u>Equal Opportunities</u> All children regardless of age, gender, disability, race or religion should have access to high quality history provision.</p>			
<p>Elements British history World history</p>	<p>YEAR 3</p> <p><u>British History:</u> <i>To study the changes in Britain from the Stone Age to the Iron Age</i></p> <p><u>World History:</u> <i>To study Greek life and achievements and their influence on the western world</i></p>	<p>YEAR 4</p> <p><u>British History:</u> <i>To study the Roman Empire and its impact on Britain</i></p> <p><u>World History:</u> <i>To study the achievements of the earliest civilizations – The Ancient Egyptians</i></p>	<p>YEAR 5</p> <p><u>British History:</u> <i>To study Britain’s settlement by Anglo-Saxons and Scots</i></p> <p><u>British History:</u> <i>To study The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><u>World History:</u> <i>To study a non-European society that provides contrasts with British history – early Islamic civilisation c. AD 900</i></p>	<p>YEAR 6</p> <p><u>British History:</u> <i>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Victorians)</i></p> <p><u>British History:</u> <i>A local history study To study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Victorians)</i></p>



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	YEAR 3	YEAR 4	YEAR 5	YEAR 6			
Big Question: When did this civilisation exist?							
	<p>Stone Age, Iron Age and Bronze Age</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where the stone age appears in history To develop a chronologically secure knowledge of events in the Stone Age, leading to the Bronze Age and Iron Age 	<p>Greeks</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where Ancient Greece appears in history 	<p>Romans</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where the Romans appear in history using dates and historic terms (BC, AD, BCE, CE) 	<p>Egyptians</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where Ancient Egypt appears in history using dates and historic term (century, decade, BC, AD) 	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where the Anglo-Saxons appear in history using historical terms 	<p>Early Islamic Civilisation:</p> <ul style="list-style-type: none"> To develop a chronologically secure awareness of where the Early Islamic Civilisation appears in history 	<p>Victorians</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where the Victorian era appears in British and world history



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Big Question: Who were they? Where did they live and why were they here? Were they invaders, settlers or natives?

	<p>Stone Age, Iron Age and Bronze Age</p> <ul style="list-style-type: none">To understand the causes and consequence of Stone Age settlement	<p>Greeks</p> <ul style="list-style-type: none">To investigate whether the Greeks were invaders, settlers or natives and understand the causes and consequences (trade)	<p>Romans</p> <ul style="list-style-type: none">To investigate cause and consequence focusing on why the Romans invaded and settled in Britain (including economic reasons)	<p>Egyptians</p> <ul style="list-style-type: none">To address the historically valid question: Who were the Egyptians and why were they there?	<p>Anglo-Saxons</p> <ul style="list-style-type: none">To understand the causes and consequences of settlement by the Anglo-Saxons in Britain <p>Vikings</p> <ul style="list-style-type: none">To address historically valid questions about causes and change – why did Vikings want to come to Britain?	<p>Early Islamic Civilisation:</p> <ul style="list-style-type: none">To address the historically valid question: Who were the Early Islamic Civilisation and why were they there?	<p>Victorians</p> <ul style="list-style-type: none">To understand the causes and consequences of significant aspects of world history including the expansion and dissolution of the British Empire
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Big Question: How do historians know about this era?							
	Stone Age, Iron Age and Bronze Age <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 	Greeks <ul style="list-style-type: none"> To understand how our knowledge of ancient Greece is constructed from a range of sources 	Romans <ul style="list-style-type: none"> To understand how our knowledge of the past is constructed from a range of sources 	Egyptians <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 	Anglo-Saxons <ul style="list-style-type: none"> To understand how our knowledge of the past is constructed from a range of sources 	Early Islamic Civilisation: <ul style="list-style-type: none"> To understand how our knowledge of the past is constructed from a range of sources, focusing on life in the Early Islamic Civilisation/ Baghdad and devise historical questions about this 	Victorians <ul style="list-style-type: none"> To select relevant historical information from a range of sources in order to raise and answer questions about the British Empire and Victorian times
Big Question: What were settlements like in this era? (culture and society)							
	Stone Age, Iron Age and Bronze Age <ul style="list-style-type: none"> To understand the changes to settlements during this time and the consequences this had including diet 	Greeks <ul style="list-style-type: none"> To understand continuity and change considering the influence of Greek building on Britain and the wider world 	Romans <ul style="list-style-type: none"> To understand the characteristic features of Roman settlements 	Egyptians <ul style="list-style-type: none"> To understand the characteristic features of Ancient Egyptian settlements 	Anglo-Saxons <ul style="list-style-type: none"> To understand characteristic features of Anglo-Saxon settlements 	Early Islamic Civilisation: <ul style="list-style-type: none"> To understand characteristic features and significance of Baghdad in the Early Islamic Civilisation 	Victorians <ul style="list-style-type: none"> To study a significant site in the locality dating 1891 (Field Junior School) To find out about continuity and change within the local area since Victorian times



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Big Question: What was trade like in this era and how did it impact society?

		<p>Greeks</p> <ul style="list-style-type: none">• To investigate whether the Greeks were invaders, settlers or natives and understand the causes and consequences (trade)	<p>Romans</p> <ul style="list-style-type: none">• To investigate cause and consequence focusing on why the Romans invaded and settled in Britain (including economic reasons)	<p>Egyptians</p> <ul style="list-style-type: none">• To understand the consequences of Egyptian trade on society		<p>Early Islamic Civilisation:</p> <ul style="list-style-type: none">• To understand the causes and consequences of the Early Islamic Civilisation becoming a major power, focusing on trade links	
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Big Question: What was power, justice and equality like in this era?

		<p>Greeks</p> <ul style="list-style-type: none">To identify continuity and change over time focusing on politics: How were the ancient Greeks governed compared to today?	<p>Romans</p> <ul style="list-style-type: none">To understand continuity and change over time on how power was gained and maintained by Roman Emperors	<p>Egyptians</p> <ul style="list-style-type: none">To use sources to compare the similarities and differences between the lives of rich and poor Egyptians	<p>Vikings</p> <ul style="list-style-type: none">To understand the significance of the Viking invasion of Lindisfarne in British historyTo understand the significance of Alfred the Great and DanelawTo make connections by understanding the causes and consequences of the Viking and Anglo-Saxon struggle for the Kingdom of England	<p>Early Islamic Civilisation:</p> <ul style="list-style-type: none">To know the similarities and differences in how leadership has influenced two civilisations (Early Islamic Civilisation and Britain in Anglo-Saxon and Viking times)	<p>Victorians</p> <ul style="list-style-type: none">To select relevant historical information from a range of sources in order to raise and answer questions about Victorian justice, crime and punishmentTo understand continuity and change through trends over time in women's rightsTo understand continuity and change over time and select relevant historical information from a range of sources about treatment of pupils in Victorian schoolsTo identify continuity and change in trends over time in justice, crime and punishment between the Victorian era and now
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Big Question: What were the achievements of this civilisation and what was their legacy?

	<p>Stone Age, Iron Age and Bronze Age</p> <ul style="list-style-type: none"> To identify the causes and consequences of changes between the Stone Age, the Bronze Age and the Iron Age (tools) To address historically valid question about change: What is the most significant change throughout these ages on Britain? 	<p>Greeks</p> <ul style="list-style-type: none"> To understand the significance of the creation of the Olympic Games To understand the significance of the ancient Greek language and how our knowledge of this is constructed from sources To address historically valid questions: What is the most important legacy of the Ancient Greeks? 	<p>Romans</p> <ul style="list-style-type: none"> To understand the significance of the impact and change the Roman Empire had on Britain To address a historically valid question about significance: What do you think was the most important impact the Romans had on Britain? 	<p>Egyptians</p> <ul style="list-style-type: none"> To study the significance of the achievements of the ancient Egyptians To address a historically valid question: What was the greatest achievement of the Ancient Egyptians? 		<p>Early Islamic Civilisation:</p> <ul style="list-style-type: none"> To understand the significance and achievements of the Early Islamic Civilisation in maths and medicine and the impact they have had on modern day Britain To compare and contrast Baghdad and Britain in AD 900 	<p>Victorians</p> <ul style="list-style-type: none"> To understand how Britain influenced and was influenced by the wider world during Victorian times through the British Empire To understand the significant impact Prince Albert had in shaping this nation To make connections from the similarities and difference in modern and Victorian Christmas celebrations To know and understand significant aspects of world history (Charles Darwin's theory of evolution) and achievements of mankind To note causes and consequence over time in British industry, focusing on the impact of the industrial revolution To understand the significance of the invention of electricity
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Big Question: What caused the dissolution of this civilisation?

	<p>Stone Age, Iron Age and Bronze Age</p> <ul style="list-style-type: none">To understand the significance of the Roman invasion on Celtic life	<p>Greeks</p> <ul style="list-style-type: none">To understand the causes of the dissolution of the Greek Empire	<p>Romans</p> <ul style="list-style-type: none">To understand the causes of the dissolution of the Roman Empire	<p>Egyptians</p> <ul style="list-style-type: none">To understand the causes of the dissolution of the Egyptian Empire	<p>Anglo-Saxons</p> <ul style="list-style-type: none">To understand the causes of the dissolution of the Anglo-Saxon Rule	<p>Early Islamic Civilisation:</p> <ul style="list-style-type: none">To understand the causes of dissolution of the Early Islamic Civilisation and the significance of this	<p>Victorians</p> <ul style="list-style-type: none">To understand the causes and consequences of significant aspects of world history including the expansion and dissolution of the British Empire
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