



Lake Haven - Our World: History Curriculum

A Special Place to Learn

Intent

At Lake Haven we understand that having a coherent knowledge of the past enables children to better understand the present, and can also contribute positively to shaping their future. As part of understanding 'Our World', our history curriculum seeks to stimulate the children's interest in history. We aim for our children to better understand the actions of people from the past; as well as starting to develop a sense of personal identity based on their historical heritage.

We teach our children to understand how events in the past relate to our lives today; and we equip them with skills of enquiry, analysis, interpretation and problem solving as we teach them to investigate and question historical events.

Nurture

Belonging

Respect

Our key aims are to:

- Promote an interest in the past and fire children's curiosity about the history of Britain and the wider world
- Encourage children to understand and empathise with people from the past – their beliefs, thoughts, values and experiences; and develop an understanding of society and their place within it, so that they begin to acquire a sense of their own historical heritage
- Appreciate past achievements as well as some of the 'errors' of mankind; and encourage thinking and discussion about how the past influences the present
- Help children to develop a chronological framework for their knowledge of significant events, periods and people
- Develop an ability to investigate and interpret different and contrasting versions of past events
- Develop a range of historical enquiry skills and abilities – particularly those related to finding out about the past, explaining what happened, and considering what people then and people now think about these events
- Develop the ability to communicate historical knowledge and understanding clearly in a variety of ways, using appropriate terminology and historical vocabulary

Implementation

At Lake Haven we have devised a bespoke curriculum which is carefully sequenced and interconnected; and which enables our children to develop their knowledge and understanding of the past as they move through our school. Our history curriculum is organised in a two year cycle, with topics of study being reviewed collaboratively by our teaching team at the end of each cycle.

As with all areas of our curriculum, it is important to remember that all of our children have significant gaps in their learning due to the experiences that have brought them to Lake Haven – indeed, all of our children have not been able to access the full curriculum for at least a year before joining us. As explained in our Curriculum Policy, this means that many of our children are working at a level below their chronological age whilst we support them to re-engage with education and enjoy

high levels of interest and success, which help them to rebuild their self-esteem and start to value their own social and academic achievements.

In Lower Key Stage Two the children will study topics such as The Stone Age and The Romans, our children also begin to develop a sense of different periods of British history – where they sit on a chronological timeline, and how our nation has been shaped by invaders, settlers and lawmakers. At this stage the children are taught that ‘evidence’ about the past is not always quite what it seems to be. They begin to think and work more critically, to consider the validity of and possible bias in sources; and to start asking their own questions about the past.

Upper Key Stage Two builds securely on the previous stages and enables the children to deepen their knowledge and understanding of the past, as well as further develop their skills of investigation and analysis delving further into British History and how they shaped modern Britain through the Tudors and Victorians.

Within our Key Stage Three scheme of work, we will see our children’s growing knowledge of chronology enabling them to study ancient periods and early civilisations with a deeper understanding of how they influenced later periods and events; and by exploring the theme of Conflict and Resolution (through separate units of learning looking at World War I and World War II) the children develop their understanding of Britain’s more recent past and how these events have shaped our national identity.

In order for our children to know more and remember more, prior learning is always considered; and opportunities for the revision of facts and understanding are built into all lessons. Through revisiting and consolidating skills and understanding, our approach helps children build on existing knowledge whilst introducing new skills and challenges; and the revision and introduction of key vocabulary is built into each lesson.

In addition to lessons in class, our children also have regular assemblies which explore the life and achievements of significant people from history. Using a range of resources, including stories, our children are introduced to figures as

diverse as Alan Turing, Rosa Parks and Anne Frank.

Impact

Through our bespoke approach and quality first teaching, we will see the impact of this subject in different ways.

Our children will be engaged in lessons about the past and will want to find out more. They will be able to talk about and demonstrate the knowledge, skills and vocabulary that they have acquired; and will show increasing levels of critical analysis when exploring, discussing and giving opinions about the past.

Evidence collected will show that a range of topics are being covered, and that our carefully sequenced and inter-connected approach to learning is enabling our children to develop a meaningful sense of the periods, people and events studied.

Ultimately, our children will learn lessons from the past which will help them to understand the present and shape their future in a positive way.

Cultural Capital

It is incredibly important for our children to see History as a subject that has a meaning and a purpose in their lives. We need to show them how the history of Britain has shaped their lives today. For our learning to have a purpose, we will conduct trips or ask visitors to speak, bringing our learning to life. Where Lake Haven is situated, we are nestled in deep history. We have Coventry up the road when we study WW2, The heritage centre for the Battle of Bosworth is only a 20 minute drive from us. . We will utilise this position within our learning to ensure that our schemes of work are brought to life.

All of our learners, regardless of their backgrounds or home situations, will receive an equal opportunity within this subject to any of their mainstream peers and develop a knowledge and skills based in History that should they wish to progress in the future to GCSEs or beyond, they will be able to do so. There are plans for us to conduct residential trips with the children.

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Key Stage Equivalent	Term 1	Term 2	Term 3
Lower KS2 Year A	What is Christianity? The Big Question Story of Christianity Creation Story Holy Scriptures and books Who do Christians worship? Christian Stories Festivals throughout the year Symbols and Beliefs Religious buildings	Sustainability (approximately 12 sessions)	Stone Age, Bronze Age, Iron Age (approximately 12 sessions)
Lower KS2 Year B	What is Hinduism? The Big Question Story of Hinduism Creation Festivals Holy Scriptures and books Hindu Stories Hindu Gods and Goddesses Symbols and Beliefs Religious buildings	Planning a journey Map reading skills Local Area Study (approximately 12 sessions)	Romans and other invaders of Britain (approximately 12 sessions)

Upper KS2 Year A	What is Islam? The Big Question Story of Islam Creation Holy Scriptures and books Festivals Islamic Stories Islamic Gods and Goddesses Symbols and Beliefs Religious buildings	Earthquakes and Volcanoes (approximately 12 sessions)	Tudors (approximately 12 sessions)
Upper KS2 Year B	What is Judaism? The Big Question Story of the Jewish Faith Creation Holy Scriptures and books Festivals Jewish Stories Jewish Gods and Goddesses Symbols and Beliefs Religious buildings	Rainforests and Deserts Oceans and Seas (approximately 12 sessions)	Victorians (approximately 12 sessions)
KS3 Year A	What is Buddhism? The Big Question Story of the Buddhist Faith Creation Holy Scriptures and books Festivals Buddhist Stories The Life of Buddha Symbols and Beliefs Religious buildings	Mountains and Rivers (approximately 12 sessions)	Ancient Egyptians and other early civilisations (approximately 12 sessions)

KS3 Year B	What is Sikhism? The Big Question Story of the Sikh Faith Creation Festivals Holy Scriptures and books Sikh Stories Sikh Gods and Goddesses Symbols and Beliefs Religious buildings	Geography of food and Fair Trade (approximately 12 sessions)	WW1 and WW2 (approximately 12 sessions)
KS3 Year C	What is Humanism? The Big Question Story of the Humanist faith Creation Holy Scriptures and books Festivals Who is worshipped Symbols and Beliefs Religious buildings	Climate Change and the UN Sustainability Goals	British Monarchy and the church

National Curriculum

Key Stage 2

Pupils should be taught about:

changes in Britain from the Stone Age to the Iron Age Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

the Roman Empire and its impact on Britain Examples (non-statutory)

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This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

a local history study Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, for example, the first railways or the Battle of Britain
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- 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
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 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - a non-European society that 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

National Curriculum

Key Stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the

complexity of specific aspects of the content.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509

Examples (non-statutory)

This could include:

the Norman Conquest

Christendom, the importance of religion and the Crusades

the struggle between Church and crown

Magna Carta and the emergence of Parliament

the English campaigns to conquer Wales and Scotland up to 1314

Examples (non-statutory)

society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature

the Black Death and its social and economic impact

the Peasants' Revolt

the Hundred Years War

the Wars of the Roses; Henry VII and attempts to restore stability

- the development of Church, state and society in Britain 1509-1745

Examples (non-statutory)

This could include:

- Renaissance and Reformation in Europe
- the English Reformation and Counter Reformation (Henry VIII to Mary I)
- the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
- the first colony in America and first contact with India
- the causes and events of the civil wars throughout Britain
- the Interregnum (including Cromwell in Ireland)
- the Restoration, 'Glorious Revolution' and power of Parliament
- the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature

ideas, political power, industry and empire: Britain, 1745-1901

Examples (non-statutory)

This could include:

- the Enlightenment in Europe and Britain, with links back to 17th-Century thinkers and scientists and the founding of the Royal Society
- Britain's transatlantic slave trade: its effects and its eventual abolition
- the Seven Years War and The American War of Independence
- the French Revolutionary wars

- Britain as the first industrial nation – the impact on society
- party politics, extension of the franchise and social reform
- the development of the British Empire with a depth study (for example, of India)
- Ireland and Home Rule
- Darwin's 'On The Origin of Species'

challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include:

Examples (non-statutory)

- women's suffrage
- the First World War and the Peace Settlement
- the inter-war years: the Great Depression and the rise of dictators
- the Second World War and the wartime leadership of Winston Churchill the creation of the Welfare State
- Indian independence and end of Empire
- social, cultural and technological change in post-war British society
- Britain's place in the world since 1945

a local history study

Examples (non-statutory)

a depth study linked to one of the British areas of study listed above

a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)

a study of an aspect or site in local history dating from a period before 1066

the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

Examples (non-statutory)

the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present

Britain's changing landscape from the Iron Age to the present

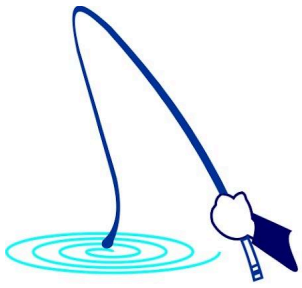
a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles

a study in depth into a significant turning point: for example, the Neolithic Revolution

at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

Reviewed: July 2025

NB: The lives of additional significant individuals from the past (such as Guy Fawkes, Martin Luther King Jnr and famous scientists, etc.) are also taught in all keys stages when we mark and explore key dates and events in the school calendar. Regular assemblies will also introduce children to the life, work and impact of historical figures, using the "Little People, Big Dreams" biographies as a starting point for discussions.



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