

# HISTORY

THE FOXTON CURRICULUM



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*A people without the knowledge of their past history, origin and culture is like a tree without roots*  
– Marcus Garvey

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**At Foxtton Primary School, we are historians.**



### **Our History Curriculum**

At Foxtton Primary School, our history curriculum is meticulously crafted to align with best practices, ensuring that pupils develop a deep and connected understanding of the past. We recognise the generative power of historical knowledge, where layers of information about past societies, recurring terms, concepts, and chronological frameworks enhance pupils' ability to learn about new topics. Our curriculum carefully identifies the most important content and concepts to support future learning, allowing teachers to emphasize these points both in planning and during live teaching.

Teachers confidently make pedagogical decisions that highlight essential content and concepts, revisiting them regularly to ensure pupils develop secure knowledge. They build on what pupils already know, using well-chosen stories and examples to make abstract ideas meaningful and

helping pupils connect new information to existing knowledge. Regular assessments identify gaps and misconceptions, allowing teachers to address these promptly, ensuring all pupils, including those with SEND, understand essential content and concepts.

Our curriculum offers broad and rich encounters with the past, covering various times, places, societies, and perspectives through the lenses of political, social, economic, and cultural history. Pupils develop increasingly complex knowledge about how historians and others study the past and construct their accounts, avoiding reductive or misleading representations of historical enquiry.

Leaders at Foxton Primary systematically develop teachers' knowledge of historical content and effective teaching methods. They ensure the quality of history education by assessing what pupils learn and remember over time, focusing on the richness, connectedness, and complexity of their historical knowledge and understanding of historical enquiry. This comprehensive approach ensures our pupils receive a robust and engaging history education, laying a strong foundation for their future learning.

Foxton is surrounded by incredible history. The village itself dates back to settlements established 1,000 years ago and has changed considerably through the centuries, particularly with the advent of the canal system, Foxton Locks, and Inclined Plane. Within the wider locality, we have several battlefields (including Bosworth, the final battle of Richard III) and the Harrington Aviation Museum, home to Operation Carpetbagger during the Second World War. These fascinating sites and their heritage form part of the history curriculum loved by our children.

Our aim is that through teaching history, we stimulate all children's interest and understanding of the lives of people who lived before them. We teach children a sense of chronology, in order to develop a sense of identity and cultural understanding based on their historical heritage. This enables our children to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and to understand significant events in British history, appreciating how things have changed over time.

History at Foxton also ensures our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children learn about aspects of local, British, and ancient history. This wider awareness leads to knowledge of historical development in the wider world. We also give children opportunities to develop their skills of enquiry, investigation, and analysis.

Coherently planned learning sequences ensure children progressively cover the skills and concepts outlined in the National Curriculum. The disciplinary knowledge and substantive concepts, which are revisited throughout and transplantable within different units, are detailed later in this document. Staff use a knowledge planner to map out in granular detail each topic's key learning questions and the accompanying knowledge that answers these. Moreover, every topic has a child-friendly knowledge organiser that clearly sets out the key knowledge and vocabulary to be learnt and remembered. These documents help teachers understand what has been taught previously and how their lessons build on prior learning as well as create the foundations for what comes next.

Key Events and Facts	
<b>When and where did the fire start?</b>	The fire started on Sunday 2 <sup>nd</sup> September 1666 in Thomas Farriner's bakery on Pudding Lane.
<b>Why did the fire spread so quickly?</b>	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
<b>How did people try to put the fire out?</b>	People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
<b>How and when was the fire put out?</b>	By Thursday 6 <sup>th</sup> September, the wind had died down. This meant that people were able to put out the flames.
<b>What happened after the fire was put out?</b>	King Charles II ordered that buildings should be <b>rebuilt</b> from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.

Key Vocabulary	
<b>17<sup>th</sup> Century</b>	From the year 1601 to 1700. The Great Fire of London happened in the <b>17<sup>th</sup> century</b> , in 1666.
<b>diary</b>	A book that people write about their lives in.
<b>rebuilt</b>	Building something again after it's been broken or destroyed.
<b>St Paul's Cathedral</b>	A very large church in London. St Paul's Cathedral was <b>rebuilt</b> after the fire.

Key People		
		
Samuel Pepys	Sir Christopher Wren	King Charles II

Monday 3 <sup>rd</sup> September 1666		Tuesday 4 <sup>th</sup> September 1666		Timeline of Events
The fire gets very close to the Tower of London.		St Paul's Cathedral is destroyed by the fire.		
Sunday 2 <sup>nd</sup> September 1666		Wednesday 5 <sup>th</sup> September 1666		Thursday 6 <sup>th</sup> September 1666
The fire starts at around 1 a.m. Mid-morning: Samuel Pepys starts to write about the fire in his <b>diary</b> .		The wind dies down and the fire spreads more slowly.		The fire is finally put out. Thousands of people are left homeless.

**Key Knowledge**

Spread of the Fire	
Red	Sunday 2 <sup>nd</sup> September 1666
Yellow	Monday 3 <sup>rd</sup> September 1666
Orange	Tuesday and Wednesday 4-5 <sup>th</sup> September 1666

leather water bucket	St Paul's Cathedral
Tower of London	axe
water squirt	fire hook

In Fox Cubs, children begin to understand the world around them. They listen to a broad selection of stories, non-fiction, rhymes, and poems that foster their understanding of our culturally, socially, technologically, and ecologically diverse world. This extends their familiarity with words that support understanding across domains. In the autumn term, they learn about their own family and their past. Later in the year, they explore the development of trains and reason which are old or new and why, creating a timeline of development.

In Class 1, coverage of recent history such as 'Toys: Now and Then' and 'Travel and Transport' enables children to acquire further knowledge of time, events, and people in their memory and their parents' and grandparents' memories. The children also learn about significant national events such as the Gunpowder Plot and Great Fire of London, as well as significant individuals such as Rosa Parks and Emily Davison.

In Classes 2 and 3, children study a diverse range of history topics to understand how things have changed over time. They start to comprehend how some historical events occurred concurrently in different locations, such as Ancient Egypt and the Maya Civilisation, while developing a secure sense of British history from the Stone Age to the present day.

## Cycle A Overview

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Class 1</b>	<i>Geography: Magical Mapping</i>	<b>History of Foxton</b>  NC. Significant historical events, people and places in their own locality	<i>Geography: Let's Go to China</i>	<b>Emily Davison &amp; Rosa Parks</b>  NC. 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	<i>Geography: Wonderful Weather</i>	<b>Travel and Transport</b>  NC. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
<b>Class 2</b>	<i>Geography: All Around the World</i>	<b>Stone Age to Iron Age</b>  NC. Changes in Britain from the Stone Age to the Iron Age	<i>Geography: Foxton Locks</i>	<b>Invaders and Settlers</b>  NC. The Roman Empire and its impact on Britain	<i>Geography: The United Kingdom</i>	<b>Invaders and Settlers</b>  NC. Britain's settlement by Anglo-Saxons and Scots
<b>Class 3</b>	<i>Geography: Marvellous Maps</i>	<b>Battle of Britain (local history link to Harrington)</b>  NC. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<i>Geography: Exploring Eastern Europe</i>	<b>Invaders and Settlers</b>  NC. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<i>Geography: Enough for Everyone</i>	

## Cycle B Overview

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Class 1</b>	<i>Geography: Our Country</i>	<b>The Gunpowder Plot</b>  NC. Events beyond living memory that are significant nationally or globally	<i>Geography: Sensational Safari</i>	<b>Toys: Now &amp; Then</b>  NC. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<i>Geography: Beside the Seaside</i>	<b>Great Fire of London</b>  NC. Events beyond living memory that are significant nationally or globally
<b>Class 2</b>	<i>Geography: Water</i>	<b>Richard III</b>  NC. A local history study	<i>Geography: Rainforests</i>	<b>Ancient Egypt</b>  NC. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	<i>Geography: Extreme Earth</i>	<b>Crime and Punishment</b>  NC. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>Class 3</b>	<i>Geography: The Amazing Americas</i>	<b>Mayan civilization</b>  NC. A non-European society that provides contrasts with British history	<i>Geography: Our Changing World</i>	<b>Ancient Greece</b>  NC. A study of Greek life and achievements and their influence on the western world	<i>Geography: Trade and Economics</i>	

## Progression of Knowledge

PROGRESSION OF KEY DISCIPLINARY KNOWLEDGE					
'Big Ideas' that underpin all historical enquiry and should continually be re-visited in a range of contexts					
Continuity and Change	Cause and Effect	Perspectives	Empathetic Understanding	Significance	Contestability
<p>Historians recognise that over time some things change, and some things stay the same. Examples of continuity and change can be seen across every civilisation and any given period of time. They can be seen in some aspects of everyday life that has continued across centuries or in changes in religious belief that has affected an entire society's culture.</p>	<p>The concept of cause and effect is used by historians to identify the events or developments that have led to particular actions or results. Sometimes the link is clear. Often the link is less obvious or more complicated. Sometimes there are many causes and many effects.</p>	<p>The concept of perspectives is an important part of historical inquiry. A person's perspective is their point of view, the position from which they see and understand events. People will have different perspectives about an event depending on factors such as age, gender, social position, beliefs and values. Historians try to understand the perspectives of people from the past even though they may differ from their own. People from the past will have had different perspective about the same event. Writers and historians also have perspectives that can influence their interpretations of the past.</p>	<p>Empathetic understanding is the ability to understand and appreciate particular events or actions from someone else's point of view. In history, it is about trying to understand the thoughts and feelings of people who lived at different times and in very different cultures. It helps us to understand the impact of past events on individuals or groups and to understand what has motivated them to act in particular ways.</p>	<p>The concept of significance relates to the importance historians assign to aspects of the past, such as:</p> <ul style="list-style-type: none"> <li>• Events</li> <li>• Development and movements</li> <li>• Individuals or groups</li> <li>• Discoveries and historical sites</li> </ul> <p>Historians make decisions about what is significant and worth studying. They ask questions about the impact of events, discoveries, movements, individuals and sites on the world, in their own time and later.</p>	<p>The concept of contestability is about interpretations of the past that are the subject of debate among historians. Historians have access to different sources and sometimes study the same sources and reach different conclusions. Often there is no right answer. Technology can help historians reach a more complete understanding of the past.</p>

## **Substantive Concepts**

### Civilisation

Children begin to grasp the concept of civilisation through early studies of how communities are organised. In Class 1, they explore how local history (e.g., the development of the Foxtan canal) influenced community organisation and economic life. They learn that towns and communities need infrastructure and rules to function. In Class 2, the study of the Stone Age to Iron Age introduces them to early human societies transitioning from small hunter-gatherer groups to settled agricultural communities, thus forming civilisations. This continues with the Romans, where they see a fully developed civilisation with laws, organised cities, and trade routes. In Class 3, the focus shifts to the Mayan civilisation, allowing children to compare a non-European society and deepen their understanding of what makes a civilisation unique and advanced.

### Monarchy

Monarchy is first introduced in Class 1 through studies of figures such as Guy Fawkes and The Gunpowder Plot, where they learn about the power of the monarchy and loyalty to the crown. As they progress to Class 2, the concept is explored in more detail with the Romans and the Anglo-Saxons, examining how kings and emperors ruled and influenced societies. By the end of KS2, children explore Richard III, studying contrasting views of his reign and understanding how monarchs shape history through their decisions, culminating in discussions about whether Richard III was a great king or a tyrant.

### Democracy

Children's understanding of democracy begins subtly in Class 1, where they learn about figures like Emily Davison and Rosa Parks, who fought for equal rights, inspiring change within a democratic society. In Class 2, they study the Romans, introducing the concept of elected officials in the Roman Republic before it became an empire. By Class 3, democracy is explored in depth with the study of Ancient Greece, where they learn about the origins of democracy in Athens and compare it to modern-day governance, understanding how citizens' involvement in decision-making has evolved over time.

### Government

In Class 1, children first encounter government as a concept when studying how communities are structured and managed (e.g., Foxtan and the canal system). In Class 2, government becomes more explicit during the Roman and Anglo-Saxon units, where children learn about the organisation of societies through laws, military rule, and early forms of governance. In Class 3, government is further explored during the study of WWII, where the impact of

different forms of government (democracy vs. dictatorship) is compared, helping children see how governance shapes societies on a global scale.

### Religion

Religion begins in Class 1, where children learn about different individuals' beliefs, such as in the Gunpowder Plot, where religious conflict plays a role. In Class 2, religion becomes more central in the study of the Romans and Anglo-Saxons, focusing on the spread of Christianity and its impact on both civilisations. The concept is further expanded in Class 3 with units on Ancient Egypt and the Mayans, where children examine how religion shaped everyday life, governance, and societal values in ancient civilisations. Trade

The concept of trade is first introduced in Class 1 when children learn how canals like Foxton's were built to transport goods and support trade. In Class 2, trade is expanded upon during the study of the Romans, who built extensive trade networks across Europe, and in the Vikings, who were known for both raiding and trading. By Class 3, trade is explored on a larger scale in the context of WWII, looking at how global trade and resources influenced international relations and conflicts, and in the Mayan civilisation, where they learn about long-distance trade and its impact on societal development.

### Oppression

Children first encounter the idea of oppression in Class 1 when learning about Rosa Parks and Emily Davison, exploring how certain groups fought against oppressive laws and systems. In Class 2, the study of Romans and Anglo-Saxons introduces the concept of military and political oppression during invasions. By Class 3, oppression is explored through the study of WWII, examining the rise of fascism and dictatorships, as well as the Holocaust, providing a deeper understanding of how oppressive regimes shape history.

### Invasion

In Class 1, the idea of invasion is introduced in a local context, such as how technological advancements like the canal system disrupted the local economy and way of life. In Class 2, the theme of invasion becomes central in the studies of the Romans and Anglo-Saxons, where children learn about military invasions, territorial expansion, and the impact on indigenous populations. In Class 3, children study the Vikings as invaders, exploring the motivations behind invasions and their long-term impacts on British history.

### Empire

The idea of empire is introduced in Class 2 during the study of the Romans, where children learn about the vast territorial expansion of the Roman Empire and its lasting legacy on Britain. In Class 3, the concept of empire is revisited

with the study of WWII, where children learn about the British Empire and the contributions made by people from across the empire to the war effort. This allows them to understand the global nature of empires and their influence on world history.

### Revolution

In Class 1, children encounter revolution through The Gunpowder Plot, where they learn about attempts to overthrow the government. In Class 3, the theme of revolution is more explicitly studied in the context of WWII, where they examine how global conflicts can lead to revolutions in governance and social order, particularly through the rise of fascism and the response from democratic nations.

### Migration

Migration is introduced in Class 1 in the context of the local economy and transport, exploring how people move for work and opportunity. In Class 2, migration becomes a significant theme in the Anglo-Saxon unit, where children learn about the movement of people across Europe to settle in Britain. In Class 3, migration is further explored through the Vikings and WWII, where children learn about forced migration due to invasion, war, and oppression, giving them a comprehensive view of how migration shapes societies.

## **Knowing more and remembering more**

Every history lesson starts with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning, when appropriate, as well as relevant disciplinary knowledge and substantive concepts. For example, children starting a unit on Ancient Greece might be asked about civilisation as well as the significance of Ancient Egypt which was learnt previously. Through responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Additional support and challenge is provided as required. Children have a topic book in which their history work is recorded. Every unit has a summative outcome that is marked in depth and used for teacher assessment purposes.

## **A Global Curriculum**

Much like geography, our primary history curriculum serves as a cornerstone in fostering the development of global citizenship. By engaging with impactful historical figures such as Rosa Parks and Emily Davison, our curriculum aligns with the UN Sustainable Development Goals (SDGs),

enriching Goal 5: Gender Equality and Goal 10: Reduced Inequalities. These individuals' stories inspire discussions on social justice, rights, and equality, cultivating an awareness of the ongoing pursuit of a fair and just world.

Our commitment to local history units contributes to Goal 11: Sustainable Cities and Communities. Through these units, students gain insights into the principles of inclusivity, safety, resilience, and sustainability that underpin human settlements. This knowledge empowers them to envision and actively contribute to the creation of liveable, harmonious communities.

The exploration of significant historical events like the Battle of Britain, Richard III, and the unit on crime and punishment creates valuable connections to Goal 16: Peace, Justice, and Strong Institutions. By examining these episodes, students develop an understanding of the importance of peaceful coexistence, the pursuit of justice, and the role of institutions in upholding societal harmony.

Beyond specific SDGs, our history curriculum fosters a profound sense of individual and collective identity, aligning with the broader objective of Goal 4: Quality Education. By grounding students in historical context, the curriculum enables them to recognize their place in a continuum of human experiences, empowering them to make informed choices that influence the course of history for future generations.

In essence, our primary history curriculum is a catalyst for cultivating active and informed global citizens. Through its alignment with the SDGs, it equips students with the knowledge, values, and perspectives needed to contribute positively to the world, promoting a future characterized by equality, justice, and sustainable progress.

## Appendix 1

### National Curriculum

#### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

#### Key Stage 1

Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2.

Pupils should be taught about:

- 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
- 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.
- significant historical events, people and places in their own locality, and international achievements

## Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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:

### **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)

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

**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.**