



History

Curriculum: Year A



EYFS Curriculum

Year A Topics: Ourselves, Autumn celebration, Transport, Traditional tales, Brown bear, Pirates.

Understanding the world

- Can recognise self and others,
- can activate buttons, flaps and simple mechanisms,
- can notice features in both the immediate and wider environment.
- can participate in cultural days through role play, songs and creative activities.

Informal

Red 2 Equals Scheme

Year A Topics: Knowing Me, 5,4,3,2,1 Blast Off, Pets, Over the rainbow, Octopus Garden, Ugly Bug ball.

PSED - Explore curriculum (linked to branches 1-4)

By the end of this curriculum pathway, pupils will be able to...

Self Care & Independence:

Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met.

Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).

To know and celebrate each other's birthdays.

Key Strategies and types of resources:

- Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).
- Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.
- Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).
- PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).
- Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.
- Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).
- Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.

Community/Specialist provision:

- Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist.



Two Rivers History Curriculum

<ul style="list-style-type: none"> • Trips to local café: opportunities to consolidate self-feeding skills in a different environment. • Trips to market: experiencing and responding to different tastes and smells (fruit, vegetables, spices). 						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Red 3 & Red 4 (Years 1 & 2)</p>	<p><u>Autumn Explorers</u> <i>See Geography Curriculum</i></p>	<p><u>Winter Warmers</u> <i>Events beyond living memory / Lives of significant individuals</i> Bonfire night. Gunpowder Plot Story of Guy Fawkes Firework safety Remembrance Day Make poppy or wreath Take part in whole school assembly <i>Changes within living memory</i> Christmas over time - making direct comparisons old and new. Timeline of old and new Images and artefacts of old toys <i>See also Geography Curriculum</i></p>	<p><u>To Infinity and Beyond</u> <i>Changes within living memory</i> Old and New transport Comparisons Timeline of old and new <i>See also Geography Curriculum</i></p>	<p><u>Knight Fever</u> <i>Events beyond living memory</i> Castles Parts of a castle Stories of knights - St. George and the Dragon Kings and Queens Queen Elizabeth Henry VIII Photos vs. paintings Visit to Tamworth Castle <i>See also Geography Curriculum</i></p>	<p><u>Pirates</u> <i>See Geography Curriculum</i></p>	<p><u>The Land of Rhyme</u> <i>Events beyond living memory</i> Historical events linked to nursery rhymes Ring a ring a roses - The Plague London's Burning - The Great Fire of London Humpty Dumpty - English Civil War <i>See also Geography Curriculum</i></p>



Informal Curriculum – EQUALS

Yellow 2

Year A Topics: Planes, Trains and Automobiles, Lets celebrate, To the moon and back, We're going to the zoo, Do you believe in magic? Fun in the sun.

People and Communities

Pupils will have a good understanding of significant relationships, becoming more interested in stories regarding themselves and their families.

Pupils will have a growing awareness of their sense of self; being able to comment on pictures of themselves and being able to identify simple attributes that make them unique.

Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea.

Key strategies and types of provision/resources:

- Displays in the classroom to have photos of the children at eye level to provoke commenting on themselves.
- Children to use cameras to take photos of themselves and others. Sensory stories to be adapted and related to children's own religion/ cultures.
- Have personalised books available for the children to see themselves, friends and family.
- All pupils to have access to their AAC, updated with relevant vocabulary.
- Staff modelling related Historical language using communication systems with pupil and others
- Chat boards with specific science vocabulary to be out at related play set ups
- Open ended play set ups that provoke simple exploration of everyday objects
- Role play set ups/rooms to reflect different family cultures and traditions e.g. Diwali, EID
- Real life objects in role play area to promote practice of using and understanding their function and visit setup of street/ during employment week.
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Opportunities to try food from different cultures – linked to festivals and MFL days
- Students doing jobs around school to practice functional skills they have observed at home
- Adult commenting rather than questioning to develop language.

Community/Specialist Provision:

- Exploring the local area to see local cultures



Two Rivers History Curriculum

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)</p>	<p><u>Journeys</u> <i>A study that extends pupil's chronological knowledge</i></p> <p>Different types of transport- Bikes</p> <p>Timeline of transport inventions <i>See also Geography Curriculum</i></p>	<p><u>Frozen Planet</u> <i>A study that extends pupil's chronological knowledge</i></p> <p>Gun powder Plot Facts about Guy Fawkes Make a Guy Remembrance Day War and Remembrance Visit to Tamworth War memorial</p> <p><i>See also Geography Curriculum</i></p>	<p><u>Amazing Animals</u> <i>See Geography Curriculum</i></p>	<p><u>Out of this world</u> <i>A study that extends pupil's chronological knowledge</i></p> <p>History of space travel</p> <p>Famous astronauts</p> <p>Timeline</p> <p>Planet walk</p> <p><i>See also Geography Curriculum</i></p>	<p><u>Terrific Time Travellers</u> The Roman Empire Roman life -as a child -as a soldier -jewels -food -dress Roman Roads The Invasions</p> <p>Visit to Wroxeter Roman City</p> <p>Make links with Roman artefacts and today's. Make simple comparisons. Compare materials used</p> <p><i>See also Geography Curriculum</i></p>	<p><u>Colour, Shimmer & Shine</u> <i>See Geography Curriculum</i></p>
<p>Informal Curriculum – EQUALS Blue 2</p> <p>Year A Topics: Journeys, Winter festivals of light, Magic Carpet Ride, Amazing Animals, Who do you think you are? We're all going on a summer holiday.</p>						
<p>People and Communities Pupils will be able to recognise past and present special events within their lives and be able to discuss these from their own perspective.</p>		<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none"> • Displays around the school to have photos of special school events (at eye level) to provoke commenting on themselves. • Children to use cameras to take photos and videos of special school events to later discuss. • Book corner to have cultured related stories e.g Handa's surprise 				



Two Rivers History Curriculum

<p>Pupils will develop knowledge and interest in different occupations and customs through role-play as well as joining in with these at home and school with increased interest.</p>	<ul style="list-style-type: none"> • Have personalised books available for the children to promote discussion of special personal events. • All pupils to have access to their AAC, updated with relevant vocabulary. • Topic related fringe vocabulary added to AAC regularly. • Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID , Christmas theme • Role play and small world set ups themed around different occupations e.g. doctors, hairdressers, shop • A range of objects to explore during free-play, including home corner role play where children can imitate customs and routines they have observed. • Weekly cooking sessions to practice cooking dishes from different cultures and events. • Adult questioning rather than commenting to develop understanding. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> • Event themed trips such as Christmas markets/ Santa's grotto trip at Christmas time • School to celebrate special events in different religions; Diwali, Eid • Specialist menu changes for special events; Chinese New Year, Eid Mubarak • Visits from people in specialist occupations; police, fireman, doctor etc. 					
<p>Blue 1</p> <p>Blue 3</p> <p>Blue 4</p> <p>(Years 5 & 6)</p>	<p><u>Egyptians</u> <i>Achievements of the earliest civilisations</i> Pyramids</p> <p>Life and death process of mummies</p> <p>Tutankhamun Life of Egyptian</p> <p><i>See also Geography Curriculum</i></p>	<p><u>Lights, Camera, Action!</u> <i>A study that extends pupil's chronological knowledge</i></p> <p>Silent films in the 1920s</p> <p>Why was cinema important in the 1930s?</p> <p>Look at the development of special effects in 1970s</p> <p>Animation with the development of CGI Toy story</p>	<p><u>Space – 5,4,3,2,1</u> <i>A study that extends pupil's chronological knowledge</i></p> <p>Study of Neil Armstrong Tim Peak</p> <p><i>See also Geography Curriculum</i></p>	<p><u>Righteous Royals</u> <i>A study that extends pupil's chronological knowledge</i></p> <p>Timelines of British monarchy Henry VIII Wives and what happened to them</p> <p>Queen Victoria and her reign Modern day Monarchy</p> <p>Royal Wedding</p> <p><i>See also Geography Curriculum</i></p>	<p><u>Magic</u> <i>A study that extends pupil's chronological knowledge</i></p> <p>Castles Building of Why did we have castles? What were they used for ? Compare living in a castle with a house</p> <p><i>See also Geography Curriculum</i></p>	<p><u>Groovy Greeks</u> <i>Ancients Greeks a study of life and achievements</i></p> <p>Who were the Ancient Greeks? Greek Democracy Ancient Greek Olympics Gods and Goddesses Trojan War</p> <p><i>See also Geography Curriculum</i></p>



Two Rivers History Curriculum

		Look at the music and dances of the 1960s				
		Look at the development of technology over the 1900s camera or telephone				



History

Curriculum: Year B



EYFS Curriculum

Year B Topics: Ourselves, Snow and ice, Food, Dinosaurs, Animals, Nusery Rhymes

Understanding the world

- Can recognise self and others,
- can activate buttons, flaps and simple mechanisms,
- can notice features in both the immediate and wider environment.
- can participate in cultural days through role play, songs and creative activities.

Informal

Red 2 Equals Scheme

Year B Topics: Nursery rhymes, winter wonderland, bucketful of dinosaurs, tickets please transport, Food glorious food, down in the jungle.

PSED - Explore curriculum (linked to branches 1-4)
By the end of this curriculum pathway, pupils will be able to...

Self Care & Independence:

Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met.

Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).

Key Strategies and types of resources:

- Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).
- Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.
- Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).
- PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).
- Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.
- Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).
- Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.

Community/Specialist provision:



Two Rivers History Curriculum

	<ul style="list-style-type: none"> • Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist. • Trips to local café: opportunities to consolidate self-feeding skills in a different environment. • Trips to market: experiencing and responding to different tastes and smells (fruit, vegetables, spices). 					
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red 1 & Red 3 (Years 1 & 2)	<u>Africa</u> See Geography Curriculum	<u>Celebrations</u> <i>Lives of significant individuals</i> Bonfire Night Picture story of Guy Fawkes Safety poem <i>Events beyond living memory</i> Remembrance activities to commemorate the First and second world wars. Join in whole school Remembrance day Assembly See also Geography Curriculum	<u>Once Upon a Time</u> <i>Lives of significant individuals / Events beyond living memory</i> Children to look at their family tree and discuss the age of their family. Grandparents/ great grandparents etc. <i>Lives of significant individuals -</i> Children to learn about Florence Nightingale and Mary Seacole for nurses.	<u>The Land Before Time</u> <i>Events beyond living memory</i> Children to learn about changes over time which is beyond human memory. Children to look at how Humans lived thousands of years ago and make comparisons. Activities linked to Dinosaur - fossils, palaeontology	<u>Starry Night</u> See Geography Curriculum	<u>Under the Sea</u> See Geography Curriculum

Informal Curriculum – EQUALS

Yellow 2

Year B Topics: Outdoor Adventure, Around the world, Winter Warmers, Growing up, Teddy bears picnic, Beside the seaside.



People and Communities

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Key strategies and types of provision/resources:

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- Adult commenting rather than questioning to develop language.

Community/Specialist Provision:

- Exploring the local area to see local cultures



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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Yellow 1 & Yellow 3 & Yellow 4 (Years 3 & 4)</p>	<p><u>Happy Healthy Me</u></p> <p><i>A study that extends pupil's chronological knowledge</i></p> <p>Family tree</p> <p>Georges.</p> <p>Own time line of growing up.</p> <p><i>See also Geography Curriculum</i></p>	<p><u>Victorian Wonderland</u></p> <p><i>A study that extends pupil's chronological knowledge</i></p> <p>Gun powder Plot</p> <p>Facts about Guy Fawkes</p> <p>Make a Guy</p> <p>Remembrance day</p> <p>War and Remembrance</p> <p><i>A study that extends pupil's chronological knowledge</i></p> <p>Victorian Christmas</p> <p>Victorian toys</p> <p>First Christmas Tree</p> <p>Victorian Christmas cards</p> <p>Making own crackers</p> <p>Comparing clothes.</p>	<p><u>Let it Grow</u></p> <p><i>See Geography Curriculum</i></p>	<p><u>Chocoholics</u></p> <p><i>A non-European country that provides a contrast with British History</i></p> <p>Aztecs</p> <p>Aztec World</p> <p>Aztec Hieroglyphics</p> <p>Aztec Gods</p> <p>Aztec Shields</p> <p>Aztec Face Masks</p> <p>Aztec Temples</p> <p>Aztec Art</p> <p>Aztec Sundials</p> <p><i>See also Geography Curriculum</i></p>	<p><u>The Great Outdoors</u></p> <p><i>See Geography Curriculum</i></p>	<p><u>The Big Top</u></p> <p><i>A study that extends pupil's chronological knowledge</i></p> <p>The history of Leisure and Entertainment.</p> <p>Home entertainment</p> <p>Moving pictures from Zoetropes</p> <p>Cinema</p> <p>TV</p> <p>Make a timeline of entertainment.</p> <p>Labelled Then to Now</p> <p>Entertainment for Everyone</p> <p>At the Movies</p>
<p>Informal Curriculum – EQUALS</p> <p>Blue 2</p> <p>Year B Topics: Autumn witches and wizards, Festival of lights, the circus is coming, how does your garden grow? A pirate life for me, Food glorious food.</p>						
<p>People and Communities</p> <p>Pupils will be able to recognise past and present special events within their lives and be able to discuss these from their own perspective.</p>		<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none"> • Displays around the school to have photos of special school events (at eye level) to provoke commenting on themselves. • Children to use cameras to take photos and videos of special school events to later discuss. • Book corner to have cultured related stories e.g Handa's surprise 				



Two Rivers History Curriculum

<p>Pupils will develop knowledge and interest in different occupations and customs through role-play as well as joining in with these at home and school with increased interest.</p>	<ul style="list-style-type: none"> • Have personalised books available for the children to promote discussion of special personal events. • All pupils to have access to their AAC, updated with relevant vocabulary. • Topic related fringe vocabulary added to AAC regularly. • Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID , Christmas theme • Role play and small world set ups themed around different occupations e.g. doctors, hairdressers, shop • A range of objects to explore during free-play, including home corner role play where children can imitate customs and routines they have observed. • Weekly cooking sessions to practice cooking dishes from different cultures and events. • Adult questioning rather than commenting to develop understanding. <p>Community/Specialist Provision:</p> <ul style="list-style-type: none"> • Event themed trips such as Christmas markets/ Santa's grotto trip at Christmas time • School to celebrate special events in different religions; Diwali, eid • Specialist menu changes for special events; Chinese new year, Eid Mubarak • Visits from people in specialist occupations; police, fireman, doctor etc. 					
<p>Blue 1</p> <p>Blue 3</p> <p>Blue 4</p> <p>(Years 5 & 6)</p>	<p><u>Roald Dahl</u></p> <p><i>A study that extends pupil's chronological knowledge</i></p> <p>Study of Roald Dhal Life</p> <p><i>See also Geography Curriculum</i></p>	<p><u>World War 2</u></p> <p><i>A study that extends pupil's chronological knowledge</i></p> <p>Timeline Evacuation Rationing Women and children at war.</p> <p><i>See also Geography Curriculum</i></p>	<p><u>Vikings & Anglo Saxons</u></p> <p><i>Viking and Anglo Saxon struggle for the Kingdom of England</i></p> <p><i>Britain's settlement by the Anglo Saxons</i> When raided Britain</p> <p>Compare Anglo Saxons to Viking Look at Saxon and Viking Life</p> <p>Farming foods that they farmed</p> <p>Clothes Viking and Saxons wore.</p>	<p><u>Scientists & Inventors</u></p> <p><i>A study that extends pupil's chronological knowledge</i></p> <p>History of inventors and inventions Life stories of inventors.</p> <p>Personal timeline of inventors</p> <p>Alexander Graham Bell - Telephone 1876</p> <p>Thomas Edison - lightbulb 1879</p>	<p><u>Superheroes</u></p> <p><i>A study that extends pupil's chronological knowledge</i></p> <p>Real heroes Edward Jenner William Wilberforce Heroic adventures</p> <p><i>See also Geography Curriculum</i></p>	<p><u>What Do You Sea?</u></p> <p><i>See Geography Curriculum</i></p>



Two Rivers History Curriculum

			<p>Viking alphabet</p> <p>Viking Gods</p> <p><i>See also Geography Curriculum</i></p>	<p>Marie Curie - x ray 1911</p> <p>Louis Braille - Braille 1824</p> <p>Wright Brothers - first flight 1903</p> <p>Make a time line add these inventions Challenge children to find more and add to the line over the topic. With fact card Name of inventor Invention</p>		
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Staffordshire Agreed Syllabus for
EQUALS SEN scheme of work

Coverage across six major world religions

Festivals

Visit or visitor opportunities



History

Whole-school coverage



Two Rivers History Curriculum

YEAR A – 2018-2019, 2020-2021, 2022-2023, 2024-2025

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Red 3 & Red 4 (Years 1 & 2)</p>	<p><u>Autumn Explorers</u> <i>See Geography Curriculum</i></p>	<p><u>Winter Warmers</u> <i>Events beyond living memory</i></p> <p><i>Lives of significant individuals</i></p> <p><i>Changes within living memory</i></p>	<p><u>To Infinity and Beyond</u> <i>Changes within living memory</i></p>	<p><u>Knight Fever</u> <i>Events beyond living memory</i></p>	<p><u>Pirates</u> <i>See Geography Curriculum</i></p>	<p><u>The Land of Rhyme</u> <i>Events beyond living memory</i></p>
<p>Yellow 1 & Yellow 3 (Years 3 & 4)</p>	<p><u>Journeys</u> <i>A study that extends pupil's chronological knowledge</i></p>	<p><u>Frozen Planet</u> <i>A study that extends pupil's chronological knowledge</i></p>	<p><u>Amazing Animals</u> <i>See Geography Curriculum</i></p>	<p><u>Out of this world</u> <i>A study that extends pupil's chronological knowledge</i></p>	<p><u>Terrific Time Travellers</u> <i>The Roman Empire</i></p>	<p><u>Colour, Shimmer & Shine</u> <i>See Geography Curriculum</i></p>
<p>Blue 1 Blue 3 Blue 4 (Years 5 & 6)</p>	<p><u>Egyptians</u> <i>Achievements of the earliest civilisations</i></p>	<p><u>Lights, Camera, Action!</u> <i>A study that extends pupil's chronological knowledge</i></p>	<p><u>Space – 5,4,3,2,1</u> <i>A study that extends pupil's chronological knowledge</i></p>	<p><u>Righteous Royals</u> <i>A study that extends pupil's chronological knowledge</i></p>	<p><u>Magic</u> <i>A study that extends pupil's chronological knowledge</i></p>	<p><u>Groovy Greeks</u> <i>Ancients Greeks a study of life and achievements</i></p>



Two Rivers History Curriculum

YEAR B– 2017-2018, 2019-2020, 2021-2022, 2023-2024

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Red 3 & Red 4 (Years 1 & 2)	<u>Africa</u> <i>See Geography Curriculum</i>	<u>Celebrations</u> <i>Lives of significant individuals</i> <i>Events beyond living memory</i>	<u>Once Upon a Time</u> <i>Lives of significant individuals / Events beyond living memory</i> <i>Lives of significant individuals -</i>	<u>The Land Before Time</u> <i>Events beyond living memory</i>	<u>Starry Night</u> <i>See Geography Curriculum</i>	<u>Under the Sea</u> <i>See Geography Curriculum</i>
Yellow 1 & Yellow 3 (Years 3 & 4)	<u>Happy Healthy Me</u> <i>A study that extends pupil's chronological knowledge</i>	<u>Victorian Wonderland</u> <i>A study that extends pupil's chronological knowledge</i> <i>A study that extends pupil's chronological knowledge</i>	<u>Let it Grow</u> <i>See Geography Curriculum</i>	<u>Chocoholics</u> <i>A non-European country that provides a contrast with British History</i>	<u>The Great Outdoors</u> <i>See Geography Curriculum</i>	<u>The Big Top</u> <i>A study that extends pupil's chronological knowledge</i>
Blue 1 Blue 3 Blue 4 (Years 5 & 6)	<u>Roald Dahl</u> <i>A study that extends pupil's chronological knowledge</i>	<u>World War 2</u> <i>A study that extends pupil's chronological knowledge</i>	<u>Vikings & Anglo Saxons</u> <i>Viking and Anglo Saxon struggle for the Kingdom of England</i> <i>Britain's settlement by the Anglo Saxons</i>	<u>Scientists & Inventors</u> <i>A study that extends pupil's chronological knowledge</i>	<u>Superheroes</u> <i>A study that extends pupil's chronological knowledge</i>	<u>What Do You Sea?</u> <i>See Geography Curriculum</i>