



Lotus
Academy

History Curriculum **Our World**





History Overview

Intent

The history curriculum at our school is coherently planned and sequenced to ensure that pupils build secure substantive knowledge and disciplinarily sound historical thinking over time. We aim to help pupils make sense of the world they live in by understanding how people, power, choices and consequences have shaped societies over time. History is used as a vehicle to develop identity, empathy, resilience and critical thinking. The curriculum is ambitious yet accessible, enabling all pupils, regardless of starting point or prior disruption to learning.

Implementation

The curriculum is structured around four core historical concepts—chronology; cause and consequence; change and continuity; and historical significance—which are revisited and strengthened across the school. These concepts provide a clear framework that supports pupils to organise knowledge, make connections and develop increasingly secure historical understanding. This principle recognises the important role that knowledge, both substantive and disciplinary, are taught hand in hand.

- Chronology - Pupils are supported to develop a secure sense of chronological awareness, enabling them to place events, people and periods within a clear and coherent timeline of local, national and global history. Chronology is carefully scaffolded through visual timelines, repeated reference points and narrative storytelling, recognising that many pupils benefit from structured and multisensory approaches. This ensures pupils can sequence events accurately and understand how different periods connect, rather than viewing history as isolated episodes.
- Cause and Consequence - The curriculum enables pupils to understand why events happened and the short- and long-term consequences of decisions and actions, helping pupils explore how individual choices and wider social, political and economic factors shape outcomes. This focus supports pupils' moral reasoning and reflective thinking, which is particularly important in our context, where understanding consequences is closely linked to emotional regulation and personal development.
- Change and Continuity - Pupils learn to identify patterns of change and continuity over time, recognising what has altered and what has remained the same within and across historical periods. This develops pupils' ability to compare past societies with the present, deepening their understanding of themes such as rights, identity, conflict and governance.
- Historical Significance - The curriculum supports pupils to understand why certain events, people and developments are considered historically significant and how significance can vary depending on perspective. Pupils are encouraged to explore diverse and sometimes marginalised voices, enabling them to see whose stories are remembered and why. This approach fosters inclusivity, empathy and a sense of identity, helping pupils to see themselves as part of a wider historical narrative.

Content is carefully selected to be meaningful and relevant, while teaching approaches are flexible and supportive, with clear routines, opportunities for discussion and structured reflection. History lessons provide a safe space for pupils to articulate viewpoints, develop respectful dialogue and experience success. Through this well-sequenced and concept-driven curriculum, pupils acquire the knowledge and skills needed to understand the past, make sense of the present and develop the cultural capital required to engage as informed and thoughtful citizens.



	Autumn	Spring	Summer
Year 3/4 – Cycle A	Childhood <i>Chronology</i> – Use words and phrases to describe the passing of time and order events along a timeline <i>Cause and Consequence</i> – Use historical sources to understand how life has changed over time <i>Change and Continuity</i> – Identify similarities and differences and make comparisons between life now and in the past <i>Historical Significance</i> – Identify the key features of an historical event. E.g. Coronation of Elizabeth II		School Days <i>Chronology</i> – Place key events in the along a timeline <i>Cause and Consequence</i> – Understand how the industrial changes changed how people lived <i>Change and Continuity</i> - Describe changes within or beyond living memory <i>Historical Significance</i> – Research the life of a famous Victorian who impacted on life today
Year 3/4 – Cycle B		Magnificent Monarchs <i>Chronology</i> – Sequence significant historical information in chronological order <i>Cause and Consequence</i> – Understand how decisions made by monarchs, can impact on the lives of everyday people <i>Change and Continuity</i> - Describe how an aspect of life has changed over time <i>Historical Significance</i> – Describe the impact of a significant historical individual –e.g. Henry VIII	
Year 5/6 – Cycle A	Through the Ages <i>Chronology</i> - Sequence dates and information from several historical periods on a timeline and use historical terms to describe different periods of time <i>Cause and Consequence</i> - Describe ways in which human invention and ingenuity have changed how people live <i>Change and Continuity</i> - Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age <i>Historical Significance</i> - Explain the cause and effect of a significant historical event – e.g. invention of the wheel		Invasion <i>Chronology</i> - Sequence significant dates about events within a historical time period on historical timelines. <i>Cause and Consequence</i> - Describe the impact of invaders of Britain, including the impact of technology, culture and beliefs <i>Change and Continuity</i> – Recognise how different invaders impacted on life within Britain over time <i>Historical Significance</i> - Construct a profile of a significant leader or event using a range of historical sources e.g. King Athelstan, Lindisfarne Raid



	Autumn	Spring	Summer
Year 5/6 – Cycle B		Ancient Civilisations <i>Chronology</i> – Identify and map key events in world history and recognise that they happened at the same time <i>Cause and Consequence</i> – Explain in detail how significant events can cause the end of civilisations <i>Change and Continuity</i> - Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them <i>Historical Significance</i> - Construct a profile of a significant leader using a range of historical sources e.g. Tutankhamun, King Hatshepsut	
Year 7/8 – Cycle A	Dynamic Dynasties <i>Chronology</i> - Sequence and make connections between periods of world history on a timeline <i>Cause and Consequence</i> - Describe the significance, impact and legacy of power in ancient civilisations <i>Change and Continuity</i> - Compare and contrast an aspect of history recognising key events of change <i>Historical Significance</i> - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way e.g. Di Xin		Maafa <i>Chronology</i> - Articulate and present a clear, chronological world history narrative within and across historical periods studied. <i>Cause and Consequence</i> - Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice <i>Change and Continuity</i> - Describe the growth of the British economy and the ways in which its growth impacted on British life <i>Historical Significance</i> - Present a detailed historical narrative about a significant global event e.g. slave trade
Year 7/8 – Cycle B		Britain at War <i>Chronology</i> - Articulate and present a clear, chronological European history narrative within and across the 20th Century <i>Cause and Consequence</i> - Describe the causes and consequences of a significant event in history e.g. Start of WWI <i>Change and Continuity</i> - Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice <i>Historical Significance</i> - Present a detailed historical narrative about a significant global event or person e.g. Anne Frank, Battle of Britain, Trench Life	



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Year 9	- OCR Entry Level History - Germany 1925-55 - Germany 1925-33 - Germany 1933-39 - Germany 1939-45 - Germany 1945-55	- OCR Entry Level History - Germany 1925 - Assessment and Holocaust memorial day (27th January) - Crime and punishment - Medieval Britain c.1250-1500 - Early Modern Britain c. 1500-1750	- OCR Entry Level History - Crime and punishment - Industrial Britain c. 1750-1900 - Britain since c. 1900 - Study of an individual or site