Beehive Preparatory School History Curriculum Overview
2026-2027

2026-2027	IDENTITY		EQUALITY		SUSTAINABILITY	
Year Groups	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery	**Significant Individuals: All About Me** -Look at a timeline -Explore how children and their parents have changed since they were babies *Individual Liberty*		**Journeys** -Identifying how they get to school -Remembering how they get to places	**Comparison:** **Vehicles Old and New** -Explore 'then' and 'now' -Compare old things and new things	**Events within living memory: Growing Up** -Sequence stories -Develop the concept of cause and consequence *Rule of Law*	
Foundation	**Changes within living memory: Me and My Family** -Look at similarities and differences between things in the past and now -Explore how time changes us all *Mutual Respect*		**My local Area** -Exploring what has changed in the local area -Home -School	**Significant Individuals: Space Explorers:** Mae Jemison (1956–Present), Neil Amstrong -Talk about the lives of the people around us and their roles in society	**Events beyond living memory:** **Dinosaurs** -Look at similarities and differences between things in the past and now -Explore the past through settings, characters *Individual Liberty*	**Events beyond living memory:** John Logie Baird (The Inventor) -Talk about the lives of the people around us and their roles in society
Pre-Prep **Cycle A**	**Changes within living memory: Families** -Look at similarities and differences between our own life and those of a grandparent: housing, toys, travel, communication		**Significant individuals:** Walter Tull and Nicola Adams -Look at the lives and experiences of Walter Tull and Nicola Adams - Discussing their significance *Individual Liberty, Mutual Respect & Tolerance*		**Events beyond living memory: Great Fire of London/COVID 19** -Explore London of the Stuart era -Sequencing the events of the Great Fire of 1666, its causes and consequences *Rule of Law & Democracy*	
Cycle B	**Changes within living memory: Toys** - Explore toys from the past -Comparing toys from different eras and cultures *Tolerance*		**Victorians and Significant individuals:** -Look at the Victorian times and significant individuals: Queen Victoria, Sarah Forbes Bonetta; Abdul Karim (The Munshi) -Comparing life in the Victorian times and today *Mutual Respect & Tolerance*		**Events beyond living memory: Let's explore the world!** Ibn Battuta (1304–1368/69) -Look at different explorers and places they travelled to -Discussing achievements of different explorers *Tolerance of Different Faiths and Beliefs*	
Prep **Cycle A**	**Civilisations: Shang Dynasty** -Explore what the Shang Dynasty was -Identify the impact it had on modern society -Make comparisons with other civilisations *Tolerance of Different Faiths and Beliefs*		**Civilisations: Ancient Egyptians** -Explore what was it like to live in Ancient Egypt: culture, society, religion -Look at significant inventions and pharaohs -Discussing the decline of the civilisation *Tolerance of Different Faiths and Beliefs*		**Local area study: Transport** -Look at the changes in methods of transportation over time -Investigate transport in our local area: means, developments, the most significant changes Not sure about this unit - instead: **Local area study: The Ice Age and the Ilford Mammoth** *Individual Liberty & Sustainability link —*	
Cycle B	**Changes in Britain from Stone Age to Iron Age** -Look at the changes in Britain from prehistoric times to the Iron Age: settlements, inventions, culture -Explore available historic evidence *Rule of Law*		**Civilisations: Ancient Greece** -Explore what was it like to live in Ancient Greece: different polis (states),culture, society -Look at and compare available historic sources -Comparing events from the Ancient Greece and our times (Olympic Games) *Democracy*		**Roman Britain** -Explore who the Romans were and their reasons for invading Britain -Discus significant individuals: Boudicca and Cartimandua - Look at the changes in Britain during the Roman times: buildings, roads, customs *Rule of Law*	
Senior Prep **Cycle A**	**Comparison: Anglo-Saxons and Vikings** -Explore the reasons for the Vikings' migration -Discussing different interpretation of historic sources -Look at the achievements of the Vikings *Rule of Law & Democracy.*		**Civilisations: Mayan Civilization** -Explore the civilisations ca.900 CE -Comparing and contrasting Maya and Islamic civilisations *Tolerance of Different Faiths and Beliefs*		**Local History study: Industrial Revolution - The Docklands** -Look at London during the Georgian era -Explore the causes and consequences of the Industrial Revolution -Look at the local area: How it changed because of the Industrial Revolution *Rule of Law & Democracy*	
Cycle B	**Britain post 1066: Tudors/Elizabethans** -Explore the Tudor monarchs -Look at the achievements of the Elizabethan era. *Rule of Law & Individual Liberty*		**Britain post 1066: World War II** -Look at significance of the Blitz - Explore the impact of the World War 2 on our locality *Democracy, Rule of Law & Tolerance*		**Local History study: Migration** -Look at the history of migration to Britain -Explore the impact of the migration in our local area *Mutual Respect & Tolerance of Different Faiths and Beliefs.*	

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1. Whole School Skills Progression

Historical skills from personal experience to abstract global analysis.

Key Skill	Early Years (Foundation & Bumblebees)	Key Stage 1 (Pre-Prep)	Key Stage 2 (Prep and Senior Prep)	British Values Link
Chronology	Focus on personal timelines (babies to now) and basic "then vs now" comparisons	Use words like "yesterday" and "decades" to order events beyond living memory (e.g., 1666)	Develop a secure 1000+ year narrative, moving from Prehistoric Britain (Y3) to WWII (Y6)	Individual Liberty — understanding how rights and freedoms have developed over time
Evidence & Enquiry	Use objects and photos to talk about their own lives and people they know	Ask questions about artefacts and use simple sources like stories or museum visits.	Compare primary vs secondary sources, identify bias/propaganda, and build independent research skills.	Rule of Law — identifying propaganda and misinformation; Democracy — evaluating whose voices were heard and whose were excluded
Change & Continuity	Explore how they and their families have changed over time	Identify similarities/differences between Victorian life and today	Analyse complex social shifts like the Industrial Revolution or the impact of the Romans on Britain	Democracy — understanding reform and social change; Mutual Respect and Tolerance — recognising and valuing the experiences, beliefs and contributions of diverse people and communities throughout history

2. Whole School Theme Progression

The core school themes of Identity, Equality, and Sustainability

Theme	Foundation (EYFS & KS1)	Mastery (KS2)
Identity	All About Me: Focusing on personal and family history, and the roles of people in the local community.	Migration & Civilisation: Exploring how national and local identity is shaped by movement and global connections.
Equality	Significant Individuals: Learning about pioneers like Walter Tull, Nicola Adams, and Florence Nightingale.	Power & Resistance: Studying leaders like Boudicca and the struggle between different groups like Vikings and Anglo-Saxons.
Sustainability	Then and Now: Comparing old and new transport/clothes to see how materials and technology have evolved.	Environment & Change: Analysing the environmental impact of the Industrial Revolution on the local Docklands.

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3. British Values in the history curriculum:

Classes	Individual Liberty	Rule of Law	Democracy	Mutual Respect	Tolerance of those of Different Faiths and Beliefs.
Bumblebees	**Significant Individuals: All About Me (Autumn 1)** *Children begin to understand their own identity and choices. Discuss how families make decisions together.*	**Events within living memory: Growing Up (Spring 2)** *Introduce simple rules at home and school, and why they exist to keep everyone safe and fair.*			
Foundation Class	**Significant Individuals: Space Explorers — Mae Jemison & Neil Armstrong (Spring 1)** *Explore how inventors and innovators exercise the freedom to think, experiment, and change the world.*			**Changes within living memory: Me and My Family (Autumn 1)** *Celebrate the similarities and differences between families. Discuss how we treat one another kindly regardless of how families look different.*	
Pre-Prep Class	**Significant Individuals: Walter Tull and Nicola Adams (Autumn 2)** *Walter Tull overcame racial discrimination to serve his country; Nicola Adams broke gender barriers in boxing. Explicitly discuss prejudice, fairness, and the right to be treated equally regardless of race or gender.*	**Events beyond living memory: Great Fire of London / COVID-19 (Spring)** *Explore how the government responded to the Great Fire by introducing new building laws. Compare with COVID-19 rules: why did society accept these restrictions? Were they fair?*		**Victorians and Significant Individuals: Queen Victoria, Sarah Forbes Bonetta, Abdul Karim (Autumn 2)** *Sarah Forbes Bonetta and Abdul Karim experienced life at the heart of the British Empire as Black and South Asian individuals. Explicitly discuss how they were treated, what respect looked like, and how attitudes have changed*	**Changes within living memory: Toys (Autumn 1)** *Discuss how toys from different cultures reflect different values and traditions. Celebrate diversity in play.* **Events beyond living memory: Ibn Battuta (Spring)** *Ibn Battuta was a Muslim scholar who travelled across Islamic, Christian, and Hindu civilisations. Discuss how he observed and respected different cultures and religions.*
Prep Class	**Local Area Study: Transport / The Ice Age and the Ilford Mammoth (Spring)** *Discuss how communities make democratic decisions about transport and the environment today (e.g. local councils, public consultation). How do citizens have a voice?*	**Roman Britain (Spring)** *The Romans introduced a codified legal system to Britain. Discuss how laws were enforced, who they protected (and who they didn't), and how this compares to British law today.* **Changes in Britain from Stone Age to Iron Age (Autumn 1)** *Discuss how early communities developed rules for living together: sharing resources, resolving conflict. Link to why societies need agreed laws.*	**Civilisations: Ancient Greece (Autumn 2)** *Athens is the birthplace of democracy. Directly compare the Athenian Assembly with the UK Parliament. Discuss who could vote then (free men only) vs who can vote now, and why inclusion matters.*		**Civilisations: Shang Dynasty (Autumn 1)** *Explore Shang religious practices (ancestor worship, oracle bones). Discuss how understanding different belief systems helps us respect others.* **Civilisations: Ancient Egyptians (Autumn 2)** *Egyptian religion was polytheistic and central to all aspects of life. Discuss how understanding this helps us respect belief systems very different from our own.*
Senior Prep Class	**Local History Study: Migration (Spring)** *Discuss how migration has shaped British identity, culture, and faith communities. Celebrate contributions of different groups. Explicitly address prejudice and the importance of mutual respect in a diverse society.*	**Local History: Industrial Revolution — The Docklands (Spring)** *The Industrial Revolution led directly to reform: the Reform Acts, the Chartists, the Factory Acts. Discuss how ordinary people campaigned for democratic rights and legal protections. This is an outstanding opportunity to link to the development of British democracy.* **Britain Post 1066: World War II (Autumn 2)** *WWII was explicitly fought to defend democratic values against fascism. Discuss what British Values meant to those who fought. Include the experience of different faiths and ethnicities who served (e.g. soldiers from the Caribbean, India, Africa). This is the single most powerful opportunity for explicit British Values teaching in the senior curriculum.* **Britain Post 1066: Tudors/Elizabethans (Autumn 1)** *Discuss the tension between the absolute power of Tudor monarchs and the emerging rights of Parliament. How did the rule of law develop? Who had liberty and who didn't?*	**Anglo-Saxons and Vikings (Autumn 1)** *Anglo-Saxon society had the Witan (a council of advisors to the king) — an early form of democratic governance. Discuss how laws like the Dooms of Alfred established rights and responsibilities.* **Britain Post 1066: World War II (Autumn 2)** *WWII was explicitly fought to defend democratic values against fascism. Discuss what British Values meant to those who fought. Include the experience of different faiths and ethnicities who served (e.g. soldiers from the Caribbean, India, Africa). This is the single most powerful opportunity for explicit British Values teaching in the senior curriculum.*	**Mayan Civilisation (Autumn 2)** *Both civilisations had rich and distinct religious traditions. Discuss how comparing belief systems builds respect rather than judgement*	**Britain Post 1066: World War II (Autumn 2)** *WWII was explicitly fought to defend democratic values against fascism. Discuss what British Values meant to those who fought. Include the experience of different faiths and ethnicities who served (e.g. soldiers from the Caribbean, India, Africa). This is the single most powerful opportunity for explicit British Values teaching in the senior curriculum.*

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