

# Diversity in our History Curriculum

New for 23/24

Including: ethnic communities, genders, classes and other facets such as localities, religious perspectives, age, disability etc.

Year Group	Topic	Diversity Link	Content
EYFS	Toys – old and new Curriculum link: Past and Present	Class	Brief discussion on toys a prince or princess (or rich child) may have had <b>compared to a poor child</b> .
	Kings and Queens Curriculum link: Past and Present	Gender, class	<b>The roles of men and women</b> , and the role of a King or Queen
1	Shopping in the Past KS1 NC link: Changes within living memory	Ethnic communities	Consider the different food items that are available on many supermarket shelves, allowing for us to think about how they show the <b>influences of different groups of people</b> on what we eat. Children draw on their own family backgrounds.
1	Great Fire of London KS1 NC link: Events beyond living memory that are significant nationally or globally	Class	<b>A comparison of who lived in London/England at the time of the GFoL</b> People in England at the time had wealthy traders and landowners, and poor labourers. <ul style="list-style-type: none"> <li>• London was divided into a wealthy West and a working class East.</li> <li>• Rich people deliberately built their houses away from poor people. The River Thames divided the West and East.</li> </ul>
2	Mary Seacole and Florence Nightingale KS1 NC link: Significant individuals	Ethnic communities	The significance of Mary Seacole - Mary was born in the Caribbean at a time when most black people were still treated as slaves there, yet she still managed to go on to have two successful careers – one as a nurse and one in business.
2	The Victorians KS1 NC link: Significant individuals	Age, class, disability	<b>Study of workhouse and children's role in it, as well as a comparison of a poor and rich child's</b> life generally. Look at how Queen Victoria improved schooling for children during her reign. Previously, poor children were forced to work to support their families, but in 1870, Queen Victoria passed a law which made it compulsory for British children aged 5-10, rich and poor, to attend school.  Brief look at how children with disabilities were treated (separate schools etc.)
3	Stone Age – Iron Age KS1 NC link: Changes in Britain from the Stone Age to the Iron Age	Gender, class	<b>Compare lives of rich/poor, men/women</b> <b>What does Cheddar Man tell us about people at the time?</b> Cheddar Man lived around 10,000 years ago and is the oldest almost complete skeleton of our species, <i>Homo sapiens</i> , ever found in Britain. Some thought that people had paler skin, but Cheddar Man, like most people, showed to have had dark skin and pale coloured eyes, either blue or green, and dark brown hair.' Emphasise that we can't make assumptions about what people looked like in the past based on what people look like in the present.
3	Ancient Egyptians KS2 NC link: Achievements of the earliest civilisations	Ethnic communities, Gender, class	Where is Egypt? <b>Study modern perceptions</b> Do we know what Ancient Egyptians look like? Roles of men and women (Hatshepsut – female Pharaoh) Rich and poor in society



4	Ancient Greece KS2 NC link: a study of Greek life and achievements and their influence on the western world	Gender, class	<b>Roles of men and women</b> Rich and poor in society
4	The Romans KS2 NC link: the Roman Empire and its impact on Britain	Ethnic communities	<b>Understand that Roman soldiers from different parts of the Empire.</b> Septimus Severus was born in Libya, Northern Africa and was likely the first Black person that many Britons would have seen. The Roman Empire spread from Europe to the Middle East and North Africa. Explore the significance of this by looking at how the remains of people from different parts of the empire have been uncovered in Britain. Use this to challenge the images of white-faced soldiers depicted in school textbooks.
5	The Anglo-Saxon Viking Struggle KS2 NC link: The Viking and Anglo-Saxon struggle for the Kingdom of England	Gender, class	<b>Roles of men and women</b> Rich and poor
5	The Vikings KS2 NC link: The Viking and Anglo-Saxon struggle for the Kingdom of England	Gender, class	<b>Roles of men and women</b> Rich and poor
5	The Monarchs OR <b>a thematic study of Migration</b> KS2 NC link: A study of an aspect or theme in British history that <b>extends pupils' chronological</b> knowledge beyond 1066	Ethnic communities	<b>An overview of migrants since 1066</b> including Normans, Jews, Huguenots, Irish, African, Afro-Caribbean, Indian and people from eastern Europe. Explore reasons why people came here.
6	WW2 KS2 NC link: A local history study	Ethnic communities, gender, class, locality	An understanding of the war needs to take account of not only its global context but also the role of men, women and children in a range of localities, together with the role of people from the British Empire and <b>different ethnicities.</b>
6	Ancient Maya OR <b>Benin</b> (content to be confirmed) KS2 NC link: Study a non-European society that provides contrasts with British history – Benin (West Africa)	Ethnic communities, class	The kingdom of <b>Benin</b> began in the 900s when the Edo people settled in the rainforests of West Africa (now a part of modern day Nigeria). People began to fight again about who should become the next Oba and a series of civil wars led to a huge decrease in the population. The wars also distracted the people from providing important services like making high quality trading goods and fighting well in the formerly powerful army. In addition, European countries began to ban the Slave Trade and Benin lost one of its biggest sources of wealth.