



HEYHOUSES C.E. PRIMARY SCHOOL HISTORY CURRICULUM





At Heyhouses we aspire to be all that God has created us to be.

'I can do all things through Christ who strengthens me.' Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

Curriculum Intent



“History is who we are and why we are the way we are.”

David McCullough

At Heyhouses we have designed a curriculum to enable all children to be Historians. We aim to engage children with a rich curriculum that inspires curiosity about both Britain and the wider world. Importantly, We want children to love learning about history by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork, visitors into school and educational visits.

Our pupils develop their History skills in line with the national curriculum programme of study for History. The foundation for these skills is the Early Years Framework which provides the building blocks for all future learning in History.

Our learning explores local, national and world history, providing rich experiences. We aim to develop an understanding of chronology, events, people and changes as well as communication, enquiry and interpretation skills. As part of our vocabulary rich curriculum, children will have a deep understanding of historical words and phrases.

We aim for children to leave Heyhouses as enthusiastic, confident and skilled historians ready for the Key Stage 3 History curriculum.

Curriculum Overview



| Year group | Autumn | Spring | Summer |
|------------------|-------------------------------|---------------------------------------|---|
| Reception | Marvellous me Celebrations | Tell me a story People who help us | Animals Journeys |
| 1 | Toys from the past | Mary Anning | Seaside Holidays & Grace Darling |
| 2 | Alcock and Brown | Great Fire of London | Elizabeth I and II |
| 3 | Stone Age to Iron Age | Ancient Egypt | |
| 4 | Ancient Greeks | Roman Britain | Saxons and Scots |
| 5 | The Vikings | The Tudors | Victorian St Annes and the Mexico Disaster |
| 6 | The Mayans | World War II | |

Curriculum Overview



| Key Concepts and Progression | | | | | | |
|------------------------------------|--|--|--|---|--|----------------------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Community and Culture | Toys from the past Mary Anning Seaside Holidays & Grace Darling | Alcock and Brown Great Fire of London Elizabeth I and II | Stone Age to Iron Age Ancient Egypt | Ancient Greeks Roman Britain Saxons and Scots | The Vikings The Tudors Victorian St Annes and the Mexico Disaster | The Mayans World War II |
| Exploration and Invention | Toys from the past Mary Anning | Alcock and Brown Great Fire of London | Ancient Egypt | Ancient Greeks | The Vikings Victorian St Annes and the Mexico Disaster | The Mayans World War II |
| Cause and consequence | Mary Anning | Alcock and Brown Great Fire of London | Stone Age to Iron Age | Ancient Greeks Roman Britain Saxons and Scots | The Vikings The Tudors Victorian St Annes and the Mexico Disaster | World War II |
| Change and continuity | Toys from the past | Great Fire of London Elizabeth I and II | Stone Age to Iron Age | Roman Britain Saxons and Scots | The Vikings Victorian St Annes and the Mexico Disaster | World War II |
| Conflict and Disaster | | Great Fire of London | Stone Age to Iron Age | Ancient Greeks Roman Britain Saxons and Scots | The Vikings Victorian St Annes and the Mexico Disaster | The Mayans World War II |
| Similarity and difference | Toys from the past Seaside Holidays & Grace Darling | Alcock and Brown Great Fire of London Elizabeth I and II | Stone Age to Iron Age Ancient Egypt | Saxons and Scots | The Vikings The Tudors Victorian St Annes and the Mexico Disaster | The Mayans World War II |
| Hierarchy and power | | Great Fire of London Elizabeth I and II | Stone Age to Iron Age Ancient Egypt | Ancient Greeks Roman Britain Saxons and Scots | The Vikings The Tudors | The Mayans World War II |
| Evidence and interpretation | Toys from the past Mary Anning Seaside Holidays & Grace Darling | Great Fire of London Elizabeth I and II | Ancient Egypt | Ancient Greeks Roman Britain Saxons and Scots | The Vikings The Tudors Victorian St Annes and the Mexico Disaster | The Mayans World War II |
| Significance | Mary Anning Seaside Holidays & Grace Darling | Alcock and Brown Great Fire of London Elizabeth I and II | Stone Age to Iron Age Ancient Egypt | Ancient Greeks Roman Britain Saxons and Scots | The Vikings The Tudors Victorian St Annes and the Mexico Disaster | The Mayans World War II |

History Curriculum



Learning Themes are carefully planned across the Year in EYFS to support pupils in developing a progressively challenging body of knowledge over the year.

| Past and Present (History) | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>MARVELLOUS ME</p> <ul style="list-style-type: none"> I know who is in my immediate family. | <p>CELEBRATIONS</p> <ul style="list-style-type: none"> I know how I have changed since I was born. I know about toys from the past and the similarities and differences to toys now. | <p>TELL ME A STORY</p> <ul style="list-style-type: none"> I know that things happened before I was born. I know some similarities and differences between homes now and homes in the past. I know that there were different jobs in communities in the past. I know about the past and present by comparing and contrasting characters from stories. | <p>PEOPLE WHO HELP US</p> <ul style="list-style-type: none"> I know that there are people in my community who can help me and my family. I know about the job roles of people who can help me. I know how some jobs were different in the past to now. I can name and describe people that I have come across within my community. | <p>ANIMALS</p> <ul style="list-style-type: none"> I know about and understand the past through music, art and drama during The MAD Festival. | <p>JOURNEYS/HOLIDAYS</p> <ul style="list-style-type: none"> I know some similarities and differences between holidays in the past and now. |

EARLY LEARNING GOAL

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

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| Year 1 History | | |
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| In Year 1 we will learn about toys from the past, Mary Anning and Seaside Holidays in the past & Grace Darling | | |
| National Curriculum | | |
| Toys from the past <ul style="list-style-type: none"> Changes within living memory. | Mary Anning <ul style="list-style-type: none"> The lives of significant individuals who have contributed to national and international achievements. | Seaside Holidays from the past <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. Significant historical events places in our own locality. History Capital- Trip to the RNLI |

| Toys from the past | | | |
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| Prior Learning | The children have thought about toys in Reception. The children have begun to think about events in their lives and what time means to them- past and future. | | |
| Year 1 will learn: | <ul style="list-style-type: none"> What sort of toys children play with now. What sort of toys their parents and grandparents played with. The ways in which the toys are the same or different. The games children used to play. To discover who Grace Darling was, her actions and legacy. To link this legacy to the works of the RNLI and how this has changed over time up to the present day in St Annes. History Capital- Trip to the RNLI | | |
| Future Learning | Children will look at artefacts from the past throughout KS2 and the links made to St Annes will be revisited in Year 5 as they study Victorian St Annes. The topic of the RNLI will be revisited as Year 5 study the events of the Mexico Disaster. Significant historical figures will continue in Year 2 with Queens Elizabeth I and II and local figure of significance John Alcock. | | |
| Chronological Understanding | Events, People and changes | Historical Interpretation or Enquiry | Communication |
| <ul style="list-style-type: none"> I know the difference between present and past in my own and other people's lives. I can talk about the passing of time using words such as | <ul style="list-style-type: none"> I can talk or write about what has happened in my lifetime in time order. I can sometimes include family | <ul style="list-style-type: none"> I can find answers to some simple questions about the past from artefacts, stories, pictures, photographs, | <ul style="list-style-type: none"> I can draw, talk and write about parts of stories and events from the past. I can use simple historical words such as now/then |

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| 'a long time ago' and 'before'. | members and national events or festivals. | buildings and using the internet. | and same/different. |
| Key concepts | community & culture (old and new toys), similarity & difference (comparing toys), evidence & interpretation (artefacts) | | |
| Vocabulary | Retrieval Vocabulary: Old, new, past, now, same, different | | |
| | New Vocabulary: clockwork, wind up, spin, electronic, dominoes, jacks, cup and ball, marbles, spinning tops, diablo, a longtime ago, before, lighthouse, rescue | | |

| Mary Anning | | | |
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| Prior Learning | This is the first time the children have learnt about a specific individual of national importance. | | |
| Year 1 will learn: | <ul style="list-style-type: none"> • That dinosaurs lived many millions of years ago and came in many different shapes and sizes. • That fossils are the remains of creatures which lived millions of years ago. • That Mary Anning was a girl who found fossils in Lyme Regis. • About the life of Mary Anning and that she found the first complete fossil. | | |
| Future Learning | The children will learn about other important individuals such as Elizabeth I and II in Year 2, Julius Caesar in Year 4, Henry VIII and Queen Victoria in Year 5, Winston Churchill in Year 6. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |
| <ul style="list-style-type: none"> • I know the difference between present and past in my own and other people's lives. • I can place a few events and objects into time order. • I can talk about the passing of time using words such as 'a long time ago' and 'before'. | <ul style="list-style-type: none"> • I can retell some parts of historical stories and events. | <ul style="list-style-type: none"> • I can find answers to some simple questions about the past from artefacts, stories, pictures, photographs, buildings and using the internet. | <ul style="list-style-type: none"> • I can draw, talk and write about parts of stories and events from the past. • I can use simple historical words such as now/then and same/different. |

History Curriculum



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| Key concepts | community & culture (social norms), exploration & invention (palaeontology), evidence & interpretation (dinosaur bones and skeletons), significance (view of ancient history) |
| Vocabulary | Retrieval Vocabulary: Old, new, past, now, |
| | New Vocabulary: dinosaur, skeleton, bones, fossils, remains, Lyme Regis, curiosities, Ichthyosaurus |

| Seaside Holidays from the past & Grace Darling | | | |
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| Prior Learning | They learnt about an important historical figure (Mary Anning) last term. They will know that things which happened in the past can be from a long time ago. | | |
| Year 1 will learn: | <ul style="list-style-type: none"> • What seaside holidays were like in the past and compare with modern day. • What people wore and what they did at the seaside and compare with modern day. • That St Anne's was a popular destination for holidays in the past and it is still today. • How tourism has changed/remained the same over time. | | |
| Future Learning | The children will learn about St Anne's as part of Year 5's study of St Annes, a Victorian town. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |
| <ul style="list-style-type: none"> • I know the difference between present and past in my own and other people's lives. • I can talk about the passing of time using words such as 'a long time ago' and 'before'. | <ul style="list-style-type: none"> • I can retell some parts of historical stories and events. | <ul style="list-style-type: none"> • I can find answers to some simple questions about the past from artefacts, stories, pictures, photographs, buildings and using the internet. | <ul style="list-style-type: none"> • I can use simple historical words such as now/then and same/different. • I can use simple historical words such as now/then and same/different. |
| Key concepts | community & culture (seaside, holidays), exploration & invention (seaside, towns), similarity & difference (old and new), evidence & interpretation (source, artefacts) | | |
| Vocabulary | Retrieval Vocabulary: old, new, timeline, seaside, holiday | | |
| | New Vocabulary: promenade, transport, souvenirs, bathing machines, Punch and Judy, hokey pokeys, bandstand | | |

History Curriculum



Year 2 History

In Year 2 we will learn about a locally and historically significant person in John Alcock (a former Heyhouses pupil), who along Arthur Brown in 1919, made the first non-stop transatlantic flight. Year 2 will also study the causes and consequences of the Great Fire of London and look at the role of the Monarch as they compare the Reigns of Elizabeth I and Elizabeth II.

National Curriculum

Alcock and Brown – early flight

- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events and people in our own locality.

The Great Fire of London

- Events beyond living memory that are significant nationally or globally.

Royalty in History – Elizabeth I and II

- Events beyond living memory that are significant nationally or globally.

Alcock and Brown – early flight

Prior Learning

The children have learned about the important historical figures Mary Anning and Grace Darling in Year 1.

Year 2 will learn:

- Learn that Alcock and Brown are famous and important as British aviators who, in 1919, made the first non-stop transatlantic flight.
- Learn about basic details of John Alcock's life and why he is important and his connection to Heyhouses School.
- Learn about the first flight and experimentation that went into early flight- The Wright brothers.
- Look at the change in plane designs through time.
- Recognise the similarities and differences between planes and pilots then and now.
- Reflect on how the use of planes has transformed the world.

Future Learning

Children will learn of other important historical figures in KS2– Julius Caesar in Year 4, Henry VIII and Queen Victoria in Year 5, Winston Churchill and Adolph Hitler in Year 6.

Chronological Understanding

- I can show I understand the passing of time by using the correct vocabulary.

Events, People and changes

- I can make connections between main events and people I have studied.

Historical Interpretation or Enquiry

- I know there are reasons why people in the past acted as they did.
- I can identify and use artefacts, pictures, stories and

Communication

- I can show what I know about the past through speaking, roleplay, drawing and writing.
- When describing different events or people from the

History Curriculum



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| <ul style="list-style-type: none"> I can place objects and the main features of events into time order. | | written sources to answer questions. | past, I can explain what is the same and different. |
| Key concepts | community & culture (Impact of air travel), cause & consequence (hygiene and improved health), similarity & difference (planes/pilots then and now), evidence & interpretation (source), exploration & invention (early flight), significance (impact of air travel in connecting the world) | | |
| Vocabulary | Retrieval Vocabulary: old, past, now, timeline, same, different | | |
| | New Vocabulary: pilot, aviator, plane, aircraft, invention, transatlantic, experimentation, competition | | |

| The Great Fire of London | | | |
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| Prior Learning | This is the first time the children have learnt about a specific historical event of National importance. | | |
| Year 2 will learn: | <ul style="list-style-type: none"> To know where London is and why it is important. To know there was a great fire and show the events on a simple timeline. Learn who the key figures were at the time including Samuel Pepys and Charles II. Describe the key events and the resulting consequences. To know that Pepys was a key eyewitness and much of what we know comes from his recording of the event. | | |
| Future Learning | The children will learn about another significant event in British history in Year 6 when they study World War II. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |
| <ul style="list-style-type: none"> I can show I understand the passing of time by using the correct vocabulary. I can place objects and the main features of events into time order. I know my life is different from the lives of people in the past in at least two ways. | <ul style="list-style-type: none"> I can make connections between main events and people I have studied. | <ul style="list-style-type: none"> I know there are reasons why people in the past acted as they did. I can identify and use artefacts, pictures, stories and written sources to answer questions. | <ul style="list-style-type: none"> I can show what I know about the past through speaking, roleplay, drawing and writing. |
| Key concepts | community & culture (London, Capital), conflict & disaster (fire, destruction), cause & consequence (accident, London burning), evidence & interpretation (eye-witness, source), hierarchy & power (wealth, government), significance (rebuilding London) | | |
| Vocabulary | Retrieval Vocabulary: old, past, city, fire, burning | | |

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| | New Vocabulary: capital, London, Pudding Lane, landmarks, timeline, Samuel Pepys, diary, Charles II, eye-witness, artefacts |
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| Royalty in History – Elizabeth I and II | | | |
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| Prior Learning | This is the first time the children learn about royalty and the role of the monarch. | | |
| Year 2 will learn: | <ul style="list-style-type: none"> Learn what a monarch is and the qualities they need. Compare the lives of Queen Elizabeth I and Elizabeth II. Key events in the lives of each. Compare and contrast power of Elizabeth I and Elizabeth II. Place monarchs from Elizabeth I to Elizabeth II on a timeline. | | |
| Future Learning | The children will learn about Henry VIII and Queen Victoria in Year 5. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |
| <ul style="list-style-type: none"> I can show I understand the passing of time by using the correct vocabulary. I can place objects and the main features of events into time order. I know my life is different from the lives of people in the past in at least two ways. | <ul style="list-style-type: none"> I can make connections between main events and people I have studied. | <ul style="list-style-type: none"> I know there are reasons why people in the past acted as they did. I can identify and use artefacts, pictures, stories and written sources to answer questions. I can talk about some changes over time. I can identify simple anachronisms in pictures and writing to show I understand about special people and events. | <ul style="list-style-type: none"> I can show what I know about the past through speaking, roleplay, drawing and writing. When describing different events or people from the past, I can explain what is the same and different. |
| Key concepts | community & culture (life under each monarch), hierarchy & power (queens, princes, government), similarity & difference (historical and modern), evidence & interpretation (source), significance (impact of each reign) | | |
| Vocabulary | Retrieval Vocabulary: old, new, timeline, past | | |
| | New Vocabulary: Queen, King, monarch, government, reign, power, prince, princess, castle, ruler | | |



History Curriculum

| Year 3 History | |
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| In Year 3 we will learn about changes in Britain from the Stone Age to the Iron Age; the Ancient Egyptians. | |
| National Curriculum | |
| Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> Late Neolithic hunter gatherers and early farmers eg Skara Brae. Bronze Age Religion, technology and travel eg Stone Henge. Iron Age hill forts, tribal kingdoms, farming, art and culture. | The Ancient Egyptians <ul style="list-style-type: none"> The achievements of the earliest civilisations An overview of where the civilisation was and a depth study of its civilisation and culture. |

| Changes in Britain from the Stone Age to the Iron Age. | | | |
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| Prior Learning | This is the first time that the children will have learnt about ancient history. | | |
| Year 3 will learn: | <ul style="list-style-type: none"> Learn that prehistory and prehistoric means history before we were able to record it. Learn what a timeline is and know the key prehistoric periods. Know that their homes were very different to ours and what they were like. Know what the people needed, and did, to survive. Know how life changed in the Bronze Age. Know who the Celts were and how they used iron during the Iron Age. | | |
| Future Learning | The children will encounter The Ancient Egyptians in Year 3, the Ancient Greeks and the Romans in Year 4, and the Mayans in Year 6. | | |
| Chronological Understanding | Events, People and changes | Historical Interpretation or Enquiry | Communication |
| <ul style="list-style-type: none"> Sequence two periods or events into correct chronological order Use some dates and historical terms such as ancient and century. | <ul style="list-style-type: none"> Identify some of the main, aspects and events within an historical period. | <ul style="list-style-type: none"> Recognise that my knowledge of the past is constructed from different sources of evidence. Identify some of the different ways in which the past is represented. Use sources, including written sources, to ask and answer questions about the past. | <ul style="list-style-type: none"> Talk about some historical events, issues, connections and changes. Construct informed responses that involve thoughtful selection and organisation of historical information. Use specialist terms such as settlement and |

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| | | | invasion and vocabulary linked to chronology. |
| Key concepts | community & culture (architecture, art, civilisation, settlement), similarity & difference (progress), conflict and disaster (hill forts, tribal kingdoms), cause and consequence (technology development and travel), evidence & interpretation (source), significance (progress) | | |
| Vocabulary | Retrieval Vocabulary: now, past, then, today, artefact | | |
| | New Vocabulary: pre-history, bronze age, stone age, iron age, timeline, chronology, Palaeolithic, Mesolithic, neolithic, community, fort, technology, hunter gatherer | | |

| Ancient Egypt | | | |
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| Prior Learning | Year 3 have learnt about ancient civilisations and their culture in the Stone Age to Iron Age topic. | | |
| Year 3 will learn: | <ul style="list-style-type: none"> • Where Egypt is within the world, in relation to the UK and that it is part of Africa. • That the River Nile has been intrinsic to the development of the country. • The names and locations of key ancient monuments. • What daily life was like for people. • The hierarchy of importance of citizens of Ancient Egypt. • The bodies of Pharaohs and their families were preserved through mummification and stored in pyramids for the afterlife. • The processes involved in mummification. • That Tutankhamun was a pharaoh whose tomb was discovered by Howard Carter. • That the Ancient Egyptians worshiped multiple gods, like the Romans and Greeks, rather than one. • That most Ancient Egyptians could not read or write but those who could (scribes) used pictures to represent words, called hieroglyphs. | | |
| Future Learning | The children will encounter the Ancient Greeks and the Romans in Year 4, the Mayans in Year 6. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |
| <ul style="list-style-type: none"> • Show increasing depth of factual knowledge and understanding of British, local and world | <ul style="list-style-type: none"> • I can describe features of past societies and periods and to begin to make connections or contrasts between them. | <ul style="list-style-type: none"> • I can make simple inferences from sources and support my ideas. | <ul style="list-style-type: none"> • Ask and respond to historical questions, using sources effectively. • Produce structured work that makes connections and contrasts. |

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| history using dates and historical terms. | <ul style="list-style-type: none"> I can ask and answer historically valid questions, and begin to give reasons for, and results of, events and changes. | <ul style="list-style-type: none"> Select and organise sources to answer questions and test hypotheses. | <ul style="list-style-type: none"> Choose relevant ways to convey historical findings. |
| Key concepts | community & culture (architecture, art, civilisation, religion), hierarchy & power (government, law), similarity & difference (artefacts), evidence & interpretation (primary and secondary sources), exploration & invention (discovery of Tutankhamun, archaeology), significance (impact, legacy) | | |
| Vocabulary | Retrieval Vocabulary: ruler, now, past, then, today, Monarch, impact, chronology, artefact | | |
| | New Vocabulary: Pharaoh, ruler, pyramid, mummification, hierarchy, afterlife, scribe, hieroglyphics, artefact, dwellings | | |

History Curriculum



| Year 4 History | | |
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| In Year 4 we will learn about the Ancient Greeks; The Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots | | |
| National Curriculum | | |
| Ancient Greece <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the Western World. | The Roman Empire and its impact on Britain <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55 and 54 BC. Claudius's successful invasion 54 AD. The Roman Army. British resistance, eg Boudica. Romanisation of Britain including the impact of technology, culture and beliefs. History Capital – Trip to Ribchester Roman Museum and a Roman Day | Britain's settlement by Anglo-Saxons and Scots <ul style="list-style-type: none"> The Roman withdrawal from Britain in cAD 410. Scots invasion from Ireland to North Britain. Anglo-Saxon invasion, settlements and kingdoms, place names and village life. Anglo-Saxon life and culture, Sutton Hoo. Christian conversion, Lindisfarne. |

| Ancient Greece | | | |
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| Prior Learning | Year 3 have learnt about ancient civilisations, their culture and conflict, through their study of Ancient Egypt. | | |
| Year 4 will learn: | <ul style="list-style-type: none"> Who the Ancient Greeks were and when they lived. Place key events which happened during this period onto a timeline. Democracy and their parliament. The origins of the Olympics and its modern equivalent. Compare and contrast. To know what life was like in Ancient Greece. Which gods and goddesses they worshiped. The legacy they left on the modern world. | | |
| Future Learning | Year 6 will study the ancient civilisation of the Mayans. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |
| <ul style="list-style-type: none"> I can sequence three periods or events into correct chronological order. | <ul style="list-style-type: none"> I can describe features and achievements of the earliest civilisations. | <ul style="list-style-type: none"> I can identify significant events and people. | <ul style="list-style-type: none"> I can produce thoughtful structured work, making appropriate use of sources, dates and terms. |



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| <ul style="list-style-type: none"> I can recognise contrasts and trends within and across different periods of time. I can use dates and historical terms accurately when ordering events. | <ul style="list-style-type: none"> I can identify where and when these past societies appeared on a timeline. I can describe some of the main events, people and changes that happen within and across different periods I have studied. | <ul style="list-style-type: none"> I can give some reasons for, and results of, main events or changes within and across periods. | <ul style="list-style-type: none"> I can make connections and draw some contrasts between different historical events. |
| Key concepts | community & culture (architecture, art, civilisation, inspiration, religion, settlement, trade), hierarchy & power (gods, democracy, government, law), cause & consequence (democracy), similarity & difference (Olympics, parliament), evidence & interpretation (source), significance (legacy) | | |
| Vocabulary | Retrieval Vocabulary: gods, historian, ruler, architecture, features, now, past, then, today, chronology, chronological, timeline, artefact, ancient, modern | | |
| | New Vocabulary: democracy, hierarchy, democracy, representation, parliament, Olympics, legacy | | |

| The Roman Empire and its impact on Britain | | | |
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| Prior Learning | Year 3 have learnt that some history is ancient through their Egyptian and Greek units. | | |
| Year 4 will learn: | <ul style="list-style-type: none"> Know what a timeline is and how it can help us map out key historical events. What was life in Britain like before the Roman Invasion. What the Roman Army was like and what a centurion would have worn. Know that they worshipped different gods and know about some of them. Know what Roman homes and towns were like, with a focus on a bath-house such as the one in Ribchester. | | |
| Future Learning | They will continue their learning of British history through their study of the Anglo-Saxons and Scots in Year 4, the Vikings, Tudors and Victorians in Year 5 and World War 2 in Year 6. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |

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| <ul style="list-style-type: none"> Sequence two periods or events into correct chronological order. Recognise similarities, differences and some trends over time. Use some dates and historical terms such as ancient. | <ul style="list-style-type: none"> Identify some of the main people, aspects and events within a historical period. Describe the impact some changes or developments had upon Britain and suggest possible reasons for this. | <ul style="list-style-type: none"> Recognise that my knowledge of the past is constructed from different sources of evidence. Identify some of the different ways in which the past is represented. Use sources, including written sources, to ask and answer questions about the past. | <ul style="list-style-type: none"> Talk about some historical events, issues, connections and changes. Construct informed responses that involve thoughtful selection and organisation of historical information. Use specialist terms such as settlement and invasion and vocabulary linked to chronology. |
| Key concepts | community & culture (architecture, art, civilisation, inspiration, religion, settlement, trade), conflict & disaster (conquest, military), hierarchy & power (empire, government, law), cause & consequence (impact of the invasion), change & continuity (life in Roman Britain), evidence & interpretation (primary and secondary sources), significance (legacy) | | |
| Vocabulary | Retrieval Vocabulary: now, past, then, today, artefact, weapon, old, history, timeline, chronology New Vocabulary: defences, Emperor, Empire, Legion, occupy, resistance, villa, centurion, legion | | |

| Britain's settlement by Anglo-Saxons and Scots. | |
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| Prior Learning | The children have learnt about early British history in their study of the Stone Age to Iron Age and Roman Britain. |
| Year 4 will learn: | <ul style="list-style-type: none"> Know the difference between an invader and a settler. Know who the Anglo Saxons were and where they came from. Find out if they settled here by investigating place names. Find out what some Saxons were like by looking at artefacts found at Sutton Hoo. Know that monks created spectacular writing by hand, featuring illuminated letters. Find out about a significant Saxon – Alfred the Great. |
| Future Learning | They will continue to develop their knowledge of British history through their study of: The Vikings, The Tudors and Victorians in Year 5 and World War II in Year 6. |
| Chronological Understanding | Historical Interpretation |
| Historical Enquiry | Communication |

History Curriculum



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| <ul style="list-style-type: none"> • Show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms. | <ul style="list-style-type: none"> • I can describe features of past societies and periods and to begin to make connections or contrasts between them. • I can ask and answer historically valid questions, and begin to give reasons for, and results of, events and changes. | <ul style="list-style-type: none"> • I can make simple inferences from sources and support my ideas. • Select and organise sources to answer questions and test hypotheses. | <ul style="list-style-type: none"> • Ask and respond to historical questions, using sources effectively. • Produce structured work that makes connections and contrasts. • Choose relevant ways to convey historical findings. |
| Key concepts | community & culture (architecture, art, civilisation, settlements, religion), conflict & disaster (invasion, battles), evidence & interpretation (primary and secondary sources), similarity & difference (invader and settler), hierarchy & power (Alfred the Great), significance (legacy) | | |
| Vocabulary | Retrieval Vocabulary: artefact, historian, now, past, then, today, chronology, chronological New Vocabulary: bronze, Celts, Anglo-Saxons, Scots, Christianity, lyre, pagans, thatch, wattle and daub | | |

History Curriculum



| Year 5 History | | |
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| In Year 5 we will learn about the Viking Struggle for the United Kingdom; Henry VIII and the impact of the Reformation; The Victorians through a study of the Victorian town of St Annes. | | |
| National Curriculum | | |
| The Viking Struggle for the United Kingdom. <ul style="list-style-type: none"> • Viking raids and invasion. • Resistance by Alfred the Great and Athelstan. • Danegeld. | The Tudors: Tudor England, Henry VIII and the Reformation <ul style="list-style-type: none"> • A study of an aspect of British history which extends pupils' chronological knowledge beyond 1066. • How and where the Tudors fit into British History • Key figures and events of the Tudor era. | Victorian St Annes and The Mexico Disaster <ul style="list-style-type: none"> • A study of an aspect of history or a site dating from a period beyond 1066 that is significant • A local history study focussing on the Victorian Era History Capital – History tour of St Annes/Trip to Lytham Hall |

| The Viking Struggle for the United Kingdom. | | | |
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| Prior Learning | Year 3 studied Britain's earlier pre-history along with the Romans and the Anglo-Saxons and Scots in Year 4 | | |
| Year 5 will learn: | <ul style="list-style-type: none"> • To know who the Vikings were, where they came from and why they came. • To know they came in longships and what they were like. • Know that they took over from the Anglo Saxons and how this happened. • Know who King Ethelred II was, what Danegeld was and how it was introduced. • Use artefacts and other sources of information to find out what life was like in Viking Times. • Know they worshipped different gods and who some of them were. • What laws and society were like in these times. • Know they explored other parts of the world and where they went. | | |
| Future Learning | Victorian Britain in Year 5 and in Year 6 the children will learn about conflict in their World War II. | | |
| Chronological Understanding | Events, People and changes | Historical Interpretation or Enquiry | Communication |
| <ul style="list-style-type: none"> • I can sequence three periods or events into correct chronological order. | <ul style="list-style-type: none"> • I can describe features and achievements of the earliest civilisations. | <ul style="list-style-type: none"> • I can identify significant events and people. Give | <ul style="list-style-type: none"> • I can produce thoughtful structured work, making appropriate use of sources, dates and terms. |

History Curriculum



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| <ul style="list-style-type: none"> I can use dates and historical terms accurately when ordering events. | <ul style="list-style-type: none"> I can identify where and when these past societies appeared on a timeline. I can describe some of the main events, people and changes that happen within and across different periods I have studied. | <p>some reasons for, and results of, main events or changes within and across periods.</p> | <ul style="list-style-type: none"> I can make connections and draw some contrasts between different historical events. |
| Key concepts | community & culture (architecture, art, civilisation, religion), conflict & disaster (invasion, raiding, settlement), hierarchy & power (government, law), evidence & interpretation (primary and secondary sources), similarity & difference (invasion, settlement, artefacts), change & continuity (invasion, settlement, Danegeld), exploration & invention (longships, navigation), cause & consequence (invasion, settlement, laws, worship, Danegeld), Significance (legacy) | | |
| Vocabulary | Retrieval Vocabulary: artefact, historian, now, past, then, today, chronology, chronological Christianity Settlers, settlement, invaders, invasion New Vocabulary Viking, raid, invade, Norse, Longships, manpower, stern, intimidating, Danelaw, Danegeld, Saga, runes, Odin, Frigg, longhouse, Valhalla | | |

| The Tudors: Tudor England, Henry VIII and the Reformation | | | |
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| Prior Learning | Year 2 have compared the reigns of Queens Elizabeth I and Elizabeth II. | | |
| Year 5 will learn: | <ul style="list-style-type: none"> To place the Tudors on a timeline of British history. To know the key features of Tudor houses. Understand what life was like in Tudor Times. To know the monarchs of the period. To know the key events of the reign of Henry VIII, including his 6 wives and their impact. To know what the Reformation was and its effects. | | |
| Future Learning | Year 5 will learn about Queen Victoria through their study of St Annes. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |
| <ul style="list-style-type: none"> I can sequence three periods or events into correct chronological order. | <ul style="list-style-type: none"> I can identify where and when these past societies appeared on a timeline. | <ul style="list-style-type: none"> I can identify significant events and people. Give some reasons for, and results of, main events or | <ul style="list-style-type: none"> I can produce thoughtful structured work, making appropriate use of sources, dates and terms. |

History Curriculum



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| <ul style="list-style-type: none"> I can use dates and historical terms accurately when ordering events. | <ul style="list-style-type: none"> I can describe some of the main events, people and changes that happen within and across different periods I have studied. | <p>changes within and across periods.</p> | |
| Key concepts | <p>community & culture (art, economy, nation, religion, trade), hierarchy & power (country, democracy, government, law, monarchy), cause & consequence (divorce, reformation), similarity & difference (then and now), evidence & interpretation (source), significance (legacy)</p> | | |
| Vocabulary | Retrieval Vocabulary: king, queen, past, church, Christianity, ruler, timeline | | |
| | New Vocabulary: Tudor, monarch, monarchy, reign, Catholicism, Reformation, divorce, thatch, chimneys | | |

| The Birth of St Annes, the Victorian Era and the Mexico Disaster | |
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| Prior Learning | Year 1 have studied the Victorian time-period through their studies of Toys, Homes and Sea-side holidays and have visited the RNLI. |
| Year 5 will learn: | <ul style="list-style-type: none"> They will know where The Victorian period fits in relation to other periods of history they have studied. The Clifton family played an important role in the early development of the town. Elijah Hargreaves and Thomas Fair were responsible for the initial building of the town. William Porritt built distinctive, expensive houses near Ashton Gardens (originally St George's Gardens). The features of a Victorian house or other building. The history of our school. Who Queen Victoria was and the people in her family. What life was like for people living in St Annes during the Victorian era, contrasting the inequality between rich and poor. What the Mexico Disaster was, when it happened and those involved. The impact on the local area. People who helped after the event. Its impact on the funding of lifeboats and the instigation of street funding for the RNLI as a result. <p>History Capital – A walking tour of St Annes focussing on the Victorian history of the town (combined with a geographical focus).</p> |
| Future Learning | To continue at High School. |

History Curriculum



| Chronological Understanding | Events, People and changes | Historical Interpretation or Enquiry | Communication |
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| <ul style="list-style-type: none"> Show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms. | <ul style="list-style-type: none"> Ask and answer historically valid questions and begin to give reasons for, and results of events and changes. I can examine and explain the reasons for, and results of, events and changes. I can use the terms cause and consequence accurately. | <ul style="list-style-type: none"> Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Make simple inferences from sources and support my ideas. I can ask historically valid questions and begin to analyse why there are different historical interpretations of events and people. | <ul style="list-style-type: none"> Ask and respond to historical questions, using sources effectively. Produce structured work that makes connections and contrasts. Choose relevant ways to convey historical findings. Debate basic historical issues with confidence. I can select, organise and deploy relevant historical sources to produce detailed structured written work and analyses. |
| Key concepts | community & culture (architecture, settlement, transportation, local organisation, accepted behaviours), conflict & disaster (safety at sea), cause & consequence (transportation, development, progress, education, disaster, social conscience, social change), change & continuity (development, natural landscape, Industrial Revolution, RNLI, safety), evidence & interpretation (local knowledge, source), significance (legacy, social change) | | |
| Vocabulary | Retrieval Vocabulary: Architecture, artefact, dwellings, features, local community, now, past, then, today, pauper, St. Annes, Lytham, Monarch, leisure, chronology, chronological New Vocabulary: Domesday Book, blacksmith, tailor, Industrial Revolution, mills, bay and sash windows, Flemish bond brickwork, finials, chimneys, inequality | | |

History Curriculum



| Year 6 History | |
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| In Year 6 we will learn about the Mayans, their civilisation and culture as we compare their period with the eras covered throughout Key Stage 2; World War II as a significant turning point in British and world history. | |
| National Curriculum | |
| The Mayans <ul style="list-style-type: none"> A non-European society that provides contrasts with British history Mayan civilisation c. AD 900 | World War II <ul style="list-style-type: none"> A study of an aspect (or theme) in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history History Capital – Children will create their own exhibit as part of a class museum, which the rest of the school will visit and wider community will visit. |

| The Mayans | | | |
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| Prior Learning | Prior knowledge of ancient civilisations, their culture, society, power and conflict, through their study of Ancient Egypt in Year 3 and Ancient Greece in Year 4. | | |
| Year 6 will learn: | <ul style="list-style-type: none"> Say where and when the ancient Maya people lived, naming some major features and cities eg. Tikal (which they called Yax Mutal) and Palenque. To know what Maya society looked like- from commoners to Kings, common beliefs and traditions, warfare and trade, art and architecture. Know key innovations and developments from the period: writing, number (inventing 'zero'), architecture Read and write some basic Maya numbers, explaining what syllabograms and logograms are. Explain what the Mayan writing system consists of, how words are constructed and what codices are. Conquest by the Spanish. Use the Mayan period to put the events studied throughout KS2 in their historical context with a focus on comparing and contrasting the development of Britain from the Stone age to Tudor England. | | |
| Future Learning | They will learn more about ancient history in high school. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |
| <ul style="list-style-type: none"> I can use my factual knowledge of British, local and world history to describe | <ul style="list-style-type: none"> I can describe past societies and periods. I can make | <ul style="list-style-type: none"> I can ask historically valid questions and begin to analyse why there are different | <ul style="list-style-type: none"> I can select, organise and deploy relevant historical sources to produce detailed structured written work and analyses. |

History Curriculum



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| <p>features of past societies and periods.</p> <ul style="list-style-type: none"> I can sequence all previously taught KS2 units into correct chronological order. I can use dates and a wide range of historical terms when sequencing events and periods of time. | <p>connections and contrast within and across these different periods.</p> | <p>historical interpretations of events and people.</p> <ul style="list-style-type: none"> I can justify my own opinions and interpretations of events or people. | <ul style="list-style-type: none"> I can make appropriate use of dates, contrasting evidence and historical terms. I can ask and respond to historical questions using sources effectively to test hypotheses. |
| <p>Key concepts</p> | <p>community & culture (architecture, art, civilisation, inspiration, religion, number system, diet), exploration & invention ('zero', complex calculations, calendars), conflict & disaster (warfare and trade, Spanish conquest), hierarchy & power (commoners, middle class, nobles, Kings, Gods), similarity & difference (compare and contrast with Britain), evidence & interpretation (source), significance (impact, legacy of 'zero')</p> | | |
| <p>Vocabulary</p> | <p>Retrieval Vocabulary: artefact, gods, historian, inhabitants, population, architecture, dwellings, features, local community, now, past, then, today, impact, chronology, chronological, architecture, calendar, ancient, priest, symbols, primary & secondary sources, archaeology, hieroglyphics, scribe</p> <p>New Vocabulary: Mesoamerica, rituals, ceremonies, Middleworld, Upperworld, Underworld, Xibalba, vigesimal positional, documentation, codex, codices, syllabograms, logograms, dibble, maize, cacao</p> | | |

| <p style="text-align: center;">World War II</p> | |
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| <p>Prior Learning</p> | <p>Year 4 have learnt about conflict in their topics on The Romans and The Anglo-Saxons and Year 4 and the Vikings in Year 5. They have also studied warfare and conquest in their topic on the Maya civilisation.</p> |
| <p>Year 6 will learn:</p> | <ul style="list-style-type: none"> The events which led to WWII. The countries involved as part of either the Axis or Allies and who the leaders were. What the Blitz was. How people kept themselves safe during wartime. To know about and be able to name key events in WWII. What evacuation was and who it effected. What rationing was. The role of women during the war. The role of propaganda in wartime. |

History Curriculum



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| | <ul style="list-style-type: none"> The events and consequences of the Battle of Britain. When and what VE Day was. <p>History Capital - Children will create their own exhibit as part of a class museum, which the rest of the school will visit.</p> | | |
| Future Learning | This theme will continue at high school. | | |
| Chronological Understanding | Historical Interpretation | Historical Enquiry | Communication |
| <ul style="list-style-type: none"> Sequence four events and periods of time into chronological order. Show increasing depth of factual knowledge and understanding of British, local and world history using dates and historical terms. | <ul style="list-style-type: none"> Describe features of past societies and begin to make connections or contrasts between them. Ask and answer historically valid questions and begin to give reasons for, and results of events and changes. Describe how some events, people and changes have been interpreted in different ways and suggest possible reasons for this. | <ul style="list-style-type: none"> Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Make simple inferences from sources and support my ideas. Select and organise sources to answer questions and test hypotheses. | <ul style="list-style-type: none"> Ask and respond to historical questions, using sources effectively. Produce structured work that makes connections and contrasts. Choose relevant ways to convey historical findings. Debate basic historical issues with confidence. |
| Key concepts | <p>community & culture (communication, economy, nation), exploration & invention (spitfire), conflict & disaster (conquest, liberation, occupation, military, peace, surrender, treaty, war), cause & consequence (events leading to the invasion of Poland leading to WW2, consequences of Battle of Britain), hierarchy & power (country, democracy, empire, equality, government, law, oppression, parliament, politics, poverty, prejudice, protection, tyranny), similarity & difference (experience of an evacuee), change & continuity (evacuees, role of women), evidence & interpretation (eye-witness, source), significance (impact, legacy)</p> | | |
| Vocabulary | <p>Retrieval Vocabulary: artefact, attack, employment, ethnicity, historian, inhabitants, past, population, ruler, submission, territory, tragedy, weapon</p> <p>New Vocabulary: alliance, anti-Semitism, dictator, evacuee, evacuation, independence, morale, negotiation, provocation, violence, treaty, equality, oppression, liberation, tyranny</p> | | |