



Shawington Primary School

History Curriculum

EYFS	
Unit 1	Unit 2
Peek into the Past	Adventures Through Time
Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.	Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.
Enquiry Questions	Enquiry Questions
Activity 1: Can you guess who? Activity 2: Past and present Activity 3: My life timeline Activity 4: Toy box Activity 5: Spot the difference Activity 6: What does it mean to remember?	Activity 1: Family tree Activity 2: My achievements Activity 3: Wearing the crown Activity 4: Picture detective Activity 5: Transport through time
Unit Outcomes (ELG)	Unit Outcomes (ELG)
ELG: Understanding the World - Past and Present <ul style="list-style-type: none">Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	ELG: Understanding the World - Past and Present <ul style="list-style-type: none">Understand the past through settings, characters, and events encountered in books read in class and storytelling.



Shavington Primary School

History Curriculum

Year 1		
Unit 1	Unit 2	Unit 3
How am I making history?	How have toys changed?	How have explorers changed the world?
Developing an understanding of personal chronology and creating a personal timeline. Learning to investigate personal history using photographs and gaining a greater understanding of chronology and changes over time through discussion and expressing ideas.	Sequencing toys on a time line, investigating artefacts from the past, identifying how teddy bears have changed and what toys may be like in the future. Comparing artefacts from two time periods, identifying similarities and differences.	Learning about the achievements and discoveries of explorers and identifying where they travelled. Identifying changes and continuities between explorers from two time periods. Understanding the significance of some explorers and events.
Enquiry Questions	Enquiry Questions	Enquiry Questions
Lesson 1: What is my history? Lesson 2: How can I find out more about myself? Lesson 3: How are special events remembered? Lesson 4: What was life like for children in the past? Lesson 5: What have I learnt about childhood in the past? Lesson 6: How am I making history?	Lesson 1: What is your favourite toy? Lesson 2: did your parents and grandparents play with the same toys as you? Lesson 3: What were toys like in the past? Lesson 4: What is similar and different about toys now and in the past? Lesson 5: How have teddy bears changed over time? Lesson 6: How have toys changed?	Lesson 1: What is an explorer? Lesson 2: Where have explorers travelled and when? Lesson 3: Who was Christopher Columbus and what did he do? Lesson 4: Who was Matthew Henson and what did he do? Lesson 5: How has exploration changed? Lesson 6: How can we remember them?
Unit Outcomes	Unit Outcomes	Unit Outcomes
<ul style="list-style-type: none">Order three photographs correctly on a simple timeline.Use the terms 'before' and 'after' when discussing their timelines.Talk about three memories and place one of them on a timeline.Explain why memories are special and name four events that they celebrate throughout the year.Think of three ways they celebrate their birthday.Ask a visitor one question about childhood in the past.Know a similarity and a difference between childhood now and in the past.Add three ideas to a time capsule about themselves.Use key vocabulary to compare the present, the past and possible changes in the future.	<ul style="list-style-type: none">Discuss their favourite toy using language related to the past.Ask questions about toys in the past.Make comparisons between toys in the past and present.Sequence artefacts from different periods of time.Identify changes between teddy bears today and those from 100 years ago.Describe how toys have changed over time.	<ul style="list-style-type: none">Explain what explorers doName equipment or transport an explorer would need.Sequence four photographs from different periods of time.Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).Identify where they travelled and write a sentence about the achievements of one explorer.Select the most important events in a historical story.Sequence events on a timeline and use this to retell the story.Describe what they can see in a photograph.Make inferences about what a person in an image could be saying and ask questions to further their understanding.Recall information about past and present explorationUnderstand events in relation to the present day and compare how exploration has changed over time.Describe how an explorer is significant and how they impacted events or people's ideas.



Shawington Primary School

History Curriculum

Year 2		
Unit 1	Unit 2	Unit 3
How was school different in the past?	How did we learn to fly?	What is a monarch?
Learning about schools in the past, identifying similarities and differences and sequencing these on a timeline. Discovering what schools were like in the 1900s; using and evaluating historical sources to find out information. Using knowledge of schools in the past to decide and explain a preference for school in the present or past.	Discovering the history of the first flight through photographs and a timeline. Learning about the achievements of significant people such as the Wright brothers, Bessie Coleman and Amelia Earhart.	Learning about the role of a monarch in the UK today. Discovering how William the Conqueror became king by exploring the Bayeux Tapestry. Analysing how effective castles were by exploring their features.
Enquiry Questions	Enquiry Questions	Enquiry Questions
Lesson 1: Were schools different in the past? Lesson 2: How have schools changed within living memory? Lesson 3: How were schools different in the 1900s? Lesson 4: How have schools changed? Lesson 5: What is similar and different about schools now and in the past? Lesson 6: Would you prefer to have gone to school in the past?	Lesson 1: Who were the Wright brothers? Lesson 2: When was the first flight? Lesson 3: Why is Bessie Coleman significant? Lesson 4: Why is Amelia Earhart significant? Lesson 5: Why was the moon landing special? Lesson 6: How did we learn to fly?	Lesson 1: What is a monarch? Lesson 2: Who is our monarch today? Lesson 3: How did William the conqueror become King of England? Lesson 4: How did William the Conqueror rule? Lesson 5: How did castles change? Lesson 6: What was a monarch in the past?
Unit Outcomes	Unit Outcomes	Unit Outcomes
<ul style="list-style-type: none">Correctly order and date four photographs on a timeline and add some dates.Ask one question about schools in the past.Make one comparison between schools in the past and present.Use sources to research and develop an understanding of what schools were like 100 years ago.Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.Recognise two similarities and two differences between schools now and schools in the past.State whether they would have preferred to go to school in the past or not and explain why.	<ul style="list-style-type: none">Identify important events in the past.Explain how a significant event has changed the lives of others.Ask questions about people and events in the past.Use primary sources to find out about people and events in the past.Correctly order five events on a timeline.Consider why flight travel changed over time.	<ul style="list-style-type: none">Recall that a monarch is a king or queen.Identify some of the monarch's roles.Explain that a king or queen is crowned in a special ceremony called a coronation.Name some of the main steps in the coronation ceremony.Use sources to explain how William the Conqueror became King of England.Explain how William the Conqueror kept order and conquered England.Explain how castles have changed over time.Identify that the power of monarchs has changed over time.Make comparisons between past and present monarchies.



Shawington Primary School

History Curriculum

Year 3		
Unit 1	Unit 2	Unit 3
Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	What was important to ancient Egyptians?	What changed in Britain after the Anglo-Saxon invasion?
Creating timelines to gain a chronological understanding of prehistory; discovering the ways historians divide the past into chunks of time. Investigating Stone Age settlements; using archaeological evidence to explore the dwellings at Skara Brae. Carrying out an historical investigation, children use artefacts to solve the mystery of who the man discovered at Amesbury really was.	Using sources to ask historically-valid questions about ancient civilisations. Learning about the Rosetta stone and the knowledge its discovery unlocked. Discovering the ancient Egyptian creation story; using ancient Egyptian artefacts to learn more about their religious beliefs. Evaluating continuity and change in where and how the pharaohs were buried.	Investigating who the Anglo-Saxons and Scots were and where they came from; identifying the seven Anglo-Saxon kingdoms. Making deductions about the Sutton Hoo burial site and the artefacts found there; considering who was buried at Sutton Hoo and what Sutton Hoo suggests about Anglo-Saxon beliefs. Learning about King Alfred's struggles against the Vikings; evaluating King Alfred's reign and legacy.
Enquiry Questions	Enquiry Questions	Enquiry Questions
Lesson 1: How long ago did prehistoric man live? Lesson 2: What does Skara Brae tell us about life in the Stone Age? Lesson 3: Who was this Bronze Age man? Lesson 4: What was the impact of bronze in prehistoric Britain? Lesson 5: How did trade change lives in Iron Age Britain? Lesson 6: What changed between the Stone Age and the Iron Age?	Lesson 1: Where and when did the first civilisations appear? Lesson 2: Why was the River Nile so important to ancient Egyptians? Lesson 3: How do we know so much about ancient Egyptians? Lesson 4: What do sources suggest about religious beliefs in ancient Egypt? Lesson 5: What did people in Ancient Egypt believe happened after death? Lesson 6: Who ruled ancient Egypt and what happened to them when they died?	Lesson 1: Who were the Anglo-Saxons and the Scots? Lesson 2: What did Anglo-Saxon settlements look like? Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life? Lesson 4: How did Christianity arrive in Britain? Lesson 5: Was King Alfred really 'Great'? Lesson 6: How did Anglo-Saxon rule end?
Unit Outcomes	Unit Outcomes	Unit Outcomes
<ul style="list-style-type: none">Understand that prehistory was a long time ago.Accurately place AD and BC on a timeline.Identify conclusions that are certainties and possibilities based on archaeological evidence.Explain the limitations of archaeological evidence.Use artefacts to make deductions about the Amesbury Archer's life.Identify gaps in their knowledge of the Bronze Age.Explain how bronze was better than stone and how it transformed farming.Explain how trade increased during the Iron Age and why coins were needed.Identify changes and continuities between the Neolithic and Iron Age periods.Explain which period they would prefer to have lived in, providing evidence for their choice.	<ul style="list-style-type: none">Identify where and when ancient civilisations first appeared.Ask historically valid questions about sources.Identify Ancient Egypt's location and its key geographical features.Explain why the River Nile was important to ancient Egyptians.Explain the significance of the Rosetta Stone.Explain the importance of gods and goddesses to people in Ancient Egypt.Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife.Decide what was important to people in Ancient Egypt.	<ul style="list-style-type: none">Explain how the Britons felt when the Romans left Britain.Suggest reasons for the Anglo-Saxon invasion of Britain.Name the key features of Anglo-Saxon settlements.Identify changes and continuities in settlements from prehistoric Britain.Make inferences about artefacts.Describe how Anglo-Saxon beliefs changed.Explain how missionaries spread Christianity.Explain the threat the Vikings posed to the Anglo-Saxons.Identify the qualities needed to be a monarch in 1066.



Shawington Primary School

History Curriculum

Year 4		
Unit 1	Unit 2	Unit 3
How have children's lives changed?	Why did the Romans invade and settle in Britain?	How did the achievements of the ancient Maya impact their society and beyond?
Examining different sources to explore the changes in the lives of children over time. Discovering the different jobs Tudor children had; learning about children's working conditions by creating questions for a Tudor apprentice. Investigating the impact of Lord Shaftesbury's contribution to child labour laws and education in Victorian England.	Investigating why the Romans invaded, how the Celts reacted and how the Romans changed life in Britain. Exploring the different responses to the Roman invasion of Britain; debating the pros and cons of accepting Roman rule. Learning about the concept of a 'legacy' and exploring the lasting impact of the Roman Empire in Britain.	Examining who the ancient Maya were, where they settled and the challenges they faced in the rainforest. Examining who the ancient Maya were, where they settled and the challenges they faced in the rainforest. Exploring remains to make deductions about ancient Maya cities.
Enquiry Questions	Enquiry Questions	Enquiry Questions
Lesson 1: What do sources tell us about how children's lives have changed? Lesson 2: Why did Tudor children work and what was it like? Lesson 3: What were children's jobs like in Victorian England? Lesson 4: How did Lord Shaftesbury help to change the lives of children? Lesson 5: How and why has children's leisure time changed? Lesson 6: What were the diseases children caught and how were they treated?	Lesson 1: What was it like to live in Ancient Rome? Lesson 2: Why did the Romans invade and settle in Britain? Lesson 3: How did Britons respond to the Roman invasion? Lesson 4: Why was the Roman army so successful? Lesson 5: What do artefacts suggest about the lives of Roman soldiers in Britain? Lesson 6: What was the legacy of the Roman Empire in Britain?	Lesson 1: How did the ancient Maya settle in a rainforest? Lesson 2: How important was chocolate to the ancient Maya? Lesson 3: What did the ancient Maya believe? Lesson 4: How did the Maya reflect world beliefs in their inventions? Lesson 5: What do remains tell us about ancient Maya cities? Lesson 6: What caused the decline of the ancient Maya cities?
Unit Outcomes	Unit Outcomes	Unit Outcomes
<ul style="list-style-type: none">Make inferences and deductions from primary and secondary sources.Explain why children needed to work.Identify the jobs Tudor and Victorian children had.Describe the working conditions of Tudor and Victorian children.Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.Use sources to identify leisure activities and compare them over time.Identify diseases past children suffered from and discuss how effective the treatments were.	<ul style="list-style-type: none">Explain what was important to people in Ancient Rome.Explain the meaning of the words 'empire', 'invasion' and 'settlement'.Analyse the different reasons for the Roman invasion of Britain.Explain how the Celts responded to the Roman invasion.Explain how the Roman army's structure, discipline and equipment made it so successful.Use artefacts to make deductions about the lives of Roman soldiers in Britain.Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	<ul style="list-style-type: none">Sequence the key periods of the Ancient Maya civilisation.Identify periods that were happening in Britain at the same time.Explain how the Ancient Maya settled in the rainforest and the challenges they faced.Describe Ancient Maya beliefs.Name the features of the Ancient Maya cities.Make deductions about the Ancient Maya cities.Evaluate the reasons for the decline of the Maya civilisation.Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.



Shawington Primary School

History Curriculum

Year 5		
Unit 1	Unit 2	Unit 3
What is the legacy of the Greek civilisation?	Were the Vikings, raiders, traders or something else?	What was life like in Tudor England?
Learning about Ancient Greece's features and identifying the Greek civilisation's periods. Learning how Athens and Sparta were ruled; identifying similarities and differences. Comparing democracy in modern Britain to ancient Athens and participating in an Athenian-style debate to experience direct democracy. Taking part in philosophical discussions and investigating the significance and impact of the ancient Greek philosophers.	Investigating when and why the Vikings came to Britain. Exploring historical sources to challenge stereotypes about Vikings. Finding out about Viking trade routes and trade. Comparing Viking sagas and investigating the impact of Viking invasion on communities in Britain.	Investigating the reputation of Henry VIII by using portraits and written primary sources to interpret his character. Using a variety of sources to investigate the monarch's absolute power and punishment in the Tudor period. Making deductions from inventories about the wealth and position of ordinary Tudor people.
Enquiry Questions	Enquiry Questions	Enquiry Questions
Lesson 1: Who were the ancient Greeks and when did they live? Lesson 2: Who lived on Mount Olympus? Lesson 3: How was Ancient Greece governed? Lesson 4: Did the ancient Greeks give us democracy? Lesson 5: How do the ancient Greek philosophers influence us today? Lesson 6: What is the legacy of the ancient Greeks?	Lesson 1: When and why did the Vikings come to Britain? Lesson 2: Were the Vikings raiders, traders or something else? Lesson 3: Where were the Viking trading routes and why was trade important? Lesson 4: Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? Lesson 5: what were the impacts of Vikings raids and settlements on local communities in Britain? Lesson 6: What were the Vikings' achievements and how did they impact the world?	Lesson 1: Henry VIII - fair ruler or tyrant? Lesson 2: Why did Henry VIII have so many wives? Lesson 3: Why was Anne Boleyn executed? Lesson 4: How did Queen Elizabeth I use a royal progress? Lesson 5: What can inventories tell us about life in Tudor times? Lesson 6: What did John Blanke have in his inventory?
Unit Outcomes	Unit Outcomes	Unit Outcomes
<ul style="list-style-type: none">Describe the features of Ancient Greece.Identify the key periods in the ancient Greek civilisation.Make inferences about Greek gods.Research a Greek god.Compare Athens and Sparta.Understand the different types of democracy.Explain how Athenian democracy worked.Explain what philosophy is.Identify the achievements of the ancient Greek philosophers.Identify the ancient Greeks' legacies and their impact.	<ul style="list-style-type: none">Explain where the Vikings came from and why they invaded Britain.Sequence events according to their significance for groups of people.Find evidence and make inferences from sources.Name Viking trade routes.Explain why trade routes were important to the Vikings.Identify the differences between Viking sagas.Evaluate the impact of Viking achievements.	<ul style="list-style-type: none">Extract information about Henry VIII from sources.Explain their interpretation of Henry VIII using evidence from sources.Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period.Reflect on the role of absolute power in the Tudor period.Describe why royal progresses are considered propaganda.Consider the reliability of primary sources.Write an eyewitness account of Elizabeth I's Worcester Progress.Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians.



Shavington Primary School

History Curriculum

Year 6		
Unit 1	Unit 2	Unit 3
What was the impact of World War II on the people of Britain?	What can the census tell us about local areas?	Who should go on the £10 banknote?
Investigating the causes and consequences of the events leading to war and creating a timeline to represent them. Exploring the experiences of the Battle of Britain through oral histories. Using photographs to make deductions about people's experiences of the Blitz. Using posters, personal accounts and extracts from historians to consider whether women's roles really changed as a result of World War 2; evaluating which sources are more useful to answer an enquiry question.	Learning about what a census is, why it exists and how it was collected in the past. Exploring census extracts from 1881, identifying the different jobs available in Victorian England and considering how class affected the types of job a person did. Creating a visual timeline of the suffrage movement using various sources, including the 1911 Census which they boycotted. Exploring the census entries of Evelyn Dove and comparing the changes between the 1911 and 1921 Censuses.	Exploring the historical figures found on banknotes. Using sources to investigate what makes a monarch historically significant. Using sources to investigate what makes a monarch historically significant. Investigating the achievements of two British sporting figures.
Enquiry Questions	Enquiry Questions	Enquiry Questions
Lesson 1: Why did Britain go to war in 1939? Lesson 2: How did the Battle of Britain affect the Royal Air Force? Lesson 3: What do sources tell us about the Blitz? Lesson 4: What was evacuation like? Lesson 5: Did WWII change women's roles? Lesson 6: Why did some people migrate to Britain after WWII?	Lesson 1: What is the census? Lesson 2: What can we learn about Victorian children from the census? Lesson 3: What does the census suggest about the jobs available in the 1800s? Lesson 4: Why did some women refuse to fill out the census in 1911? Lesson 5: What changed in the 1921 census? Lesson 6: Who lived in our local area in the past?	Lesson 1: Who features on banknotes and why? Lesson 2: Was Alfred the Great or Elizabeth I the more significant monarch? Lesson 3: How were Ellen Wilkinson and Betty Boothroyd historically significant? Lesson 4: Why is Mary Seacole historically significant? Lesson 5: Why are Lily Parr and Betty Snowball historically significant? Lesson 6: Who will be the face of the new £10 note?
Unit Outcomes	Unit Outcomes	Unit Outcomes
<ul style="list-style-type: none">Identify the causes of World War 2.Identify the different phases in the Battle of Britain.Make deductions about the Blitz from photographs.Describe how children may have felt when evacuated.Evaluate the accuracy, reliability and usefulness of sources.Describe the impact WW2 had on women's and African-Caribbean migrant lives.	<ul style="list-style-type: none">Identify the type of information the census gives about people.Use the census to make inferences about people from the past.Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.Identify and describe the changes between periods of time using the census.Use other primary and secondary sources to verify the data in a census.Use a range of sources, including the census, to build an understanding of a period.Describe the changes in the 1921 census.Plan a local history enquiry using the census.	<ul style="list-style-type: none">Name the features of a banknote.Make inferences about a historical figure using a banknote.Research and explore the achievements of different historical figures.Make inferences about historical figures from sources.Describe the legacies of historically significant peopleApply criteria to decide if a person is historically significant and explain why.
This unit prepares the children for the challenges of Key stage 3 history. It supports the development of historical skills including extracting information from sources, evaluating historical figures and the opportunity to decide the criteria for significance.		