



Shavington Primary School
History Curriculum Overview



	Autumn Term	Spring Term	Summer Term
Year 1	<p>The History of Travel and Transport</p> <p>Prior learning/links: Nursery and Early Years understanding the world-London link</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none"> To be able to name methods of transport over time. Recognise the difference between past and present in their own life and the lives of others. Know and recount episodes from stories about the past, knowing and understanding key events. <p>Main Enquiry Question: How has transport changed over time?</p> <p><u>Lesson enquiry</u> What is transport?</p>	<p>The History of Toys</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none"> To develop a simple awareness of the past. Sequence 3 or 4 artefacts from distinctly different periods of time. Talk about simple similarities and differences between life at different times Communicate their knowledge through discussion, drawing, drama, role play, making models, writing and using ICT. Use simple terms to talk about the passing of time. Sequence photographs from different periods of their life. <p>Main Enquiry Question: How have toys changed over time?</p> <p><u>Lesson enquiry</u> What is your favourite toy?</p>	<p>World Explorers (Little People Big Dreams)</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none"> To be able to know and recount episodes from stories about the past, knowing and understanding key events. Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT Develop a simple awareness of the past. <p><i>I can talk about what makes a person important</i> <i>I can say why a person is important to me</i> <i>I can compare two important people</i> <i>I can use books and stories to find out about people from the past</i></p> <p>Key Vocabulary: difference, change, time, explore, important, story, life, history</p>

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	<p>How has wheeled transport changed? Why are the Wright Brothers important? Why are trains important to Crewe? What transport do local people use? How has transport changed over time?</p> <p>Key Vocabulary: George Stephenson, now, then, grandparents, parents, yesterday, last week, transport, flight, rail, memory, changes</p>	<p>Did your parents/grandparents play with the same toys as you? What were toys like in the past? What is the same/different about toys now and in the past? How do we know about toys from the past? How have toys changed over time?</p> <p>Key Vocabulary: now, then, past, present, parents, grandparents, memory, information, changes, years</p>	
<p>Year 2</p>	<p>Guy Fawkes and the Gunpowder Plot</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• To place events on a simple timeline, adding times previously studied• Recognise why people did things, why events happened and what happened as a result.• Know and recount episodes from stories about the past,	<p>The Great Fire of London</p> <p>Previous Learning/links: London and transport Y1</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• To talk about similarities and differences between ways of life in different periods• Place events on a simple timeline, adding times previously studied	<p>Famous Historical Figures Mary Seacole, Florence Nightingale and Edith Cavell</p> <p>Previous Learning/links: World Explorers Y1</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• To compare pictures or photographs of people or events in the past.• Compare versions of a past event.



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	<p>knowing and understanding key events.</p> <ul style="list-style-type: none"> • Ask and answer appropriate Historical questions, using their growing Historical knowledge. • Use simple terms to talk about the passing of time <p>Main Enquiry Question: Why do we celebrate Bonfire Night?</p> <p><u>Lesson enquiry</u> Who was Guy Fawkes and what did he believe? Where and when did the Gunpowder Plot happen? What happened during the Gunpowder Plot? Can you retell the key events of the Gunpowder plot? How is the 5th November celebrated in the local area? Why do we celebrate Bonfire Night?</p>	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. • Know and recount episodes from stories about the past, knowing and understanding key events. <p>Main Enquiry Question: How did the Great Fire change London?</p> <p><u>Lesson enquiry</u> What was London like in 1666? What happened on 2nd September 1666? How do we know about the Great Fire? What was left of London after the Great Fire? How was London rebuilt? How did the fire change the future?</p> <p>Key Vocabulary: past, present, compare, story, famous, person, England, London, Samuel Pepys, diary, facts</p>	<ul style="list-style-type: none"> • Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. • Communicate their knowledge though discussion, drawing, drama and role play, making models, writing and ICT. <p><i>I can use sources to say who Florence Nightingale was</i> <i>I can use sources to say who Mary Seacole was</i> <i>I can show my knowledge of the nurses through role play</i> <i>I can compare Florence and Mary's stories</i> <i>I can use sources to say who Edith Cavell was</i> <i>I can discuss why these women are important</i></p> <p>Key Vocabulary: important, comparison, life, Florence Nightingale, Mary Seacole, Edith Cavell, Crimea, nurse, soldier, lamp, hospital</p>
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	<p>Key Vocabulary: past, Guy Fawkes, Gunpowder, plot, Thomas Percy, story, timeline, Houses of Parliament, Tower of London</p>		
<p>Year 3</p>	<p>The Stone Age (taught in Spring 1)</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none"> To begin to picture what life would have been like for early settlers Ask and answer appropriate Historical questions, using their growing Historical knowledge. To find out about the past (Homes in the Palaeolithic, Mesolithic, Early and Late Neolithic times, including Skara Brae. Discuss, ask questions (Why? Who? What? Where? How?) and make conclusions/connections. 	<p>The Bronze Age & Iron Age (taught in spring 2)</p> <p>Previous Learning/links: Stone Age</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none"> To explain how historic items and artefacts can be used to help build up a picture of life in the past Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Create a timeline and begin to understand the terms BC/AD. To understand how humans developed materials and resources, moving from stone to bronze and iron as a material for tools and weapons <p><i>I can compare housing from the Stone Age to the Iron Age</i></p>	<p>The Ancient Egyptians</p> <p>Previous Learning/links: Bronze Age Spring Y3</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none"> To recognise the part that archaeologists have had in helping us understand more about what happened in the past. To study in detail, the Ancient Egyptian civilisation and create a timeline, including the findings of Howard Carter- use diary entries, books, photographs, internet, artefacts. To understand that the Ancient Egyptians were an advanced society because it was stable enough to allow some people to



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	<ul style="list-style-type: none"> To know the importance of the stone age, bronze age and iron age <p>Main Enquiry Question: Why was the Stone Age important?</p> <p>Lesson enquiry How long ago did prehistoric man live? How can we use cave art as a source of information? What does Skara Brae tell us about life in the Stone Age? How does life today compare to the Stone Age? What were the first tools used by humans? Why is the Stone Age an important period of history?</p> <p>Key Vocabulary: past, settlements, resources, artefacts, significance, timeline, Palaeolithic, Mesolithic, Neolithic, Skara Brae, prehistoric, ancient, era,</p>	<p><i>I can use different sources to find out how tools developed</i> <i>I can build on my Stone Age timeline to include the Bronze and Iron Ages</i> <i>I can research how Bronze and Iron tools and weapons were made</i> <i>I can identify the biggest changes between Stone Age life and Iron Age life</i></p> <p>Key Vocabulary: past, settlements, resources, artefacts, significance, timeline, Palaeolithic, Mesolithic, Neolithic, prehistoric, ancient, era, artefacts, significance, resources</p>	<ul style="list-style-type: none"> be spared from agriculture to think about/develop literacy, maths, religion etc To know some significant events from the Egyptian era and some beliefs and practises <p><i>I can use information from a variety of sources to explain why the pyramids were built</i> <i>I can recall 4 key facts about mummification</i> <i>I can use sources to describe who Howard Carter was and why he is important</i> <i>I can explain what a pharaoh is and say 3 facts about King Tutankhamun</i> <i>I can research hieroglyphs and say why they are important</i> <i>I can place significant Egyptian events on a timeline</i></p> <p>Key Vocabulary: evidence, archaeology, archaeologist, ancient, irrigation, mummification, chronological, settlements, resources, artefacts, significance, timeline, era, artefacts</p>
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Year 4	<p>The Victorians Queen Victoria</p> <p>Previous learning/links: Y1 transport (Victorian methods of transport) & Y2 Pathways Text Major Glad, Major Dizzy</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• Use a timeline to place and order significant events and recount main events and times.• To identify similarities and differences between different times using historical sources. e.g. society, clothing, housing, crime, punishment, livelihoods, monarchy, reign, power, changes over time.• To know some significant events from the Victorian era	<p>The Romans</p> <p>Previous Learning/links: The Iron Age Spring Y3</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• Use a timeline to place and order significant events and recount main events and times and understand the terms BC/AD.• To research the Roman Empire and its impact on Britain through stories, museum visits, pictures, artefacts, books and the internet.• Discuss how and why the Roman Empire grew bigger• To understand what events happened when the Roman's invaded Britain and their impact on Britain today	<p>Ancient Greece</p> <p>Previous Learning/links: The Romans Spring Y4</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• Compare a 'modern and ancient world' understand similarities and differences of landmarks, wealth, lifestyles, homes, occupations, trade.• Extend research to include architecture, democracy, myths and legends and trade.• To use relevant terms and period labels• To identify similarities and differences between different times using historical sources. <p><i>I can use a range of sources to explain how the Greeks lived</i></p>

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	<p>and the impact on Britain today</p> <p>Main Enquiry Question: How does Victorian life compare with life today?</p> <p><u>Lesson enquiry</u> Who was Queen Victoria? What was life like for children? Part 1 What was life like for children? Part 2 What was public health and medical care like in the Victorian era? How do Victorian entertainment and leisure activities compare to today? How does Victorian life compare with life today?</p> <p>Key Vocabulary: similarities, differences, artefacts, reign, industry, revolution, industrial revolution, workhouses, sources, monarchy,</p>	<p>Main Enquiry Question: Why did The Romans invade and settle in Britain?</p> <p><u>Lesson enquiry</u> What was it like to live in Ancient Rome? Why did Emperor Claudius invade Britain? Why did the Romans build new roads and towns? How did Britons respond to the Roman invasion? What was the legacy of the Roman Empire in Britain? Why did The Romans invade and settle in Britain?</p> <p>Key Vocabulary: settlements, artefacts, resources, Invasion, Conquer, resistance, Romanisation, Viaduct, Aqueduct, Hadrian's Wall, Industrial, agricultural, Julius Caesar, primary and secondary sources</p>	<p><i>I can compare life for the Greeks and the Romans (homes, jobs, trade, landmarks)</i> <i>I can explain key similarities and differences between the ancient and modern Olympics</i> <i>I can understand the importance of Greek mythology and recall a key story or gods/goddesses</i> <i>I can add key events to a timeline showing ancient Greek achievements</i></p> <p>Key Vocabulary: settlements, artefacts, resources, Invasion, conquer, significance, impact, philosophy, Athens, Parthenon, Acropolis, sources</p>
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Year 5	<p style="text-align: center;">The Maya</p> <p style="text-align: center;">Previous Learning/links: Ancient Civilisations Y3 Egyptians</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• To use relevant terms and period labels when dating events• Compare accounts of events from different sources – fact or fiction• Offer some reasons for different versions of events• Select relevant sections of information from a range of sources• Use the library and internet for research with increasing confidence.• Use historically valid questions about change, course, similarity, difference and significance <p>Main Enquiry Question:</p>	<p style="text-align: center;">The Anglo-Saxons and Vikings</p> <p style="text-align: center;">Previous Learning/links: The Romans and the fall of Roman Britain Spring Y4</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• To know the significance of the Anglo-Saxons and Vikings and their impact on Britain today• To identify similarities and differences between different times using historical sources. e.g. living standards, society, clothing, housing, crime, punishment, livelihoods, monarchy, reign, power, changes over time, democracy.• Use historically valid questions about change, course, similarity, difference and significance• To begin to understand that we have limited knowledge of the Dark Ages because many events were not recorded or were destroyed	<p style="text-align: center;">The Tudors Elizabeth I</p> <p style="text-align: center;">Previous Learning/links: Monarchy Y4 Victorians</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• To understand some significant events from the Tudor era and the impact on Britain today• I know some of the rulers of England and the UK in chronological order• Use historically valid questions about change, course, similarity, difference and significance• Compare accounts of events from different sources• To be able to compare and contrast life today with the Tudor period, looking at religion, housing, jobs and food <p><i>I can create a Tudor family tree to understand the order of Tudor monarchs</i></p> <p><i>I can explain why Henry VIII was a significant Tudor monarch</i></p>
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	<p>How did the achievements of the ancient Maya impact their society and beyond?</p> <p><u>Lesson enquiry</u> Where and when did the Maya live? How did the Maya settle in the rainforest? What was life like for the Maya? What did the Maya believe? How did the Maya tell the time? What can we learn about the Maya from what they left behind?</p> <p><i>Extracurricular Visit from Dr Diane Davies (Maya Archaeologist)</i></p> <p>Key Vocabulary: archaeology, archaeologist, ancient, resources, artefacts, primary and secondary sources, warrior, crops, jade, obsidian, stelae, Mayan glyphs</p>	<p>Main Enquiry Question: Who left the larger legacy? The Vikings or The Anglo-Saxons</p> <p><u>Lesson enquiry</u> What happened at the end of Roman Britain? What were the key events in Britain between 410AD and 1066AD? Who were the Vikings and why did they raid Anglo-Saxon England? How was Anglo-Saxon England ruled? What were the Vikings' achievements and how did they impact the world? Who left the larger legacy? The Vikings or The Anglo-Saxons</p> <p>Key Vocabulary: settlements, pillage, invasion, conquest, raids, resistance, artefacts, Danegeld, settle, invade, Alfred the Great, Athelstan, Edward the Confessor, significance,</p>	<p><i>I can use a range of sources to research Tudor life (homes, jobs, trade, religion) I can recall different types of Tudor food and create my own pottage I can research Henry VIII's children and explain their impact on Britain I can timeline the significant events of Tudor times in Britain</i></p> <p>Key Vocabulary: Henry VIII, wives, chronology, reign, heir, significance, primary and secondary sources, monarch, Church of England</p>
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<p>Year 6</p>	<p>WWII Alan Turing</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• To know the causes and impact of the first world war on Britain and British people• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion• Confidently use the library and internet for research to convey their knowledge and understanding.• To research and complete a case study on a significant individual (Alan Turing)• Bring knowledge gathered from several sources together in a fluent account. <p>Main Enquiry Question: What was the impact of WWII on the people of Britain?</p> <p>Lesson enquiry Why did Britain go to war in 1939?</p>	<p>Slave Trade (BAME)</p> <p>Previous Learning/links: Africa Y4, North America Y5, South America Y6 The Tudors Y5, The Victorians Y4</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings about historic events• Compare beliefs and behaviour with another time studied• They should note connections, contrasts and trends over time.• To note the impact of a key event in history and the effects on societies that have occurred over time.• To know and be able to order key dates, characters and events of the time period studied. <p>Main Enquiry Question: How were people affected by the slave trade?</p>	<p>Modern History – 1900s to Today How has Britain changed since 1944?</p> <p>Previous Learning/links: World War Autumn Y6</p> <p>Knowledge End Point:</p> <ul style="list-style-type: none">• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066• Be aware that different evidence will lead to different conclusions• Focus on a significant period or aspect of leisure and entertainment in the 20th century• Compare and contrast how life in Britain has changed since WWII and the impact on life today. Focusing on home life, work life, popular culture, technology, transport, entertainment and sport.
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	<p>Evacuee experiences in Britain: Is this all we need to know about children in World War 2? What was the impact of World War II on people in our locality? Inc. rationing What do sources tell us about the Blitz? Who was Alan Turing? How significant was the impact of World War II on women?</p> <p>Key Vocabulary: resources, Blitz, air-raid, invasion, significance, primary and secondary sources, resources, artefacts</p>	<p>Lesson enquiry How did the transatlantic slave trade begin? What can sources tell us about the experiences of enslaved people? How was slavery in the UK abolished? How did Harriet Tubman change the lives of enslaved people? Does slavery still affect people today? How were the British involved in the slave trade?</p> <p>Key Vocabulary: slave, enslaved, abolish, colonies, resistance, empire, conditions, society, discrimination, characteristics, transatlantic</p>	<p><i>I can use a range of sources to research the development of entertainment across the 20th Century</i> <i>I can understand the significance of pop culture in the 1960s and say why The Beatles had such an impact</i> <i>I can explain the significance of sport in the 20th Century (women's rights to play sport and the 1966 FIFA world cup)</i> <i>I can compare and contrast technology since World War II and the impact this has on how we live today</i> <i>I can timeline key events that I have learnt about from the 1900s (including the 1969 moon landing)</i></p> <p>Key Vocabulary: leisure, 20th century, entertainment, economy, society, 1900, living memory, broadcast, significance</p>
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