



Shavington Primary School
History Knowledge 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><i>I can name types of transport from history</i></p> <p><i>I can compare photos of how travel has changed over time.</i></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 timesCommunicate 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><i>I can comment on and describe my favourite toys</i></p> <p><i>I can talk about my parents/grandparent favourite toys</i></p> <p><i>I can identify toys from different times</i></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 ICTDevelop a simple awareness of the past. <p><i>I can talk about what makes a person important</i></p> <p><i>I can say why a person is important to me</i></p> <p><i>I can compare two important people</i></p> <p><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><i>I can say some types of early transport.</i></p> <p><i>I can talk about the first rail transport (links to Crewe).</i></p> <p><i>I can compare past, present and future travel.</i></p> <p>Key Vocabulary: now, then, grandparents, parents, yesterday, last week, transport, flight, rail, memory, changes</p>	<p><i>I can put toys in order from past to present</i></p> <p><i>I can compare past, present and future toys</i></p> <p>Key Vocabulary: now, then, past, present, parents, grandparents, memory, information, changes, years</p>	
Year 2	<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, knowing and understanding key events.	<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>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.• Identify ways that the past is represented and discuss reliability of evidence e.g.



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	<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><i>I can say three key facts about Guy Fawkes</i></p> <p><i>I can timeline the events of the Gunpowder Plot</i></p> <p><i>I can talk about problems faced during the Gunpowder plot</i></p> <p><i>I can act out events from the Gunpowder Plot</i></p> <p><i>I can use key facts to recount the Gunpowder Plot</i></p> <p>Key Vocabulary: past, Guy Fawkes, Gunpowder, plot, Thomas Percy, story, timeline, Houses of Parliament, Tower of London</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><i>I can compare London past and present (maps and houses)</i></p> <p><i>I can sequence the events of the Great Fire of London</i></p> <p><i>I can use primary sources to find three key facts about the Great Fire of London</i></p> <p><i>I can write a fact file about Samuel Pepys</i></p> <p><i>I can describe how the Great Fire of London affected people's lives</i></p> <p>Key Vocabulary: past, present, compare, story, famous, person, England, London, Samuel Pepys, diary, facts</p>	<p>photos, paintings, accounts, stories.</p> <ul style="list-style-type: none">• 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></p> <p><i>I can use sources to say who Mary Seacole was</i></p> <p><i>I can show my knowledge of the nurses through role play</i></p> <p><i>I can compare Florence and Mary's stories</i></p> <p><i>I can use sources to say who Edith Cavell was</i></p> <p><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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Year 3

The Stone Age
(taught in Spring 1)

Knowledge End Point:

- 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.**
- To know the importance of the stone age, bronze age and iron age

I can research and compare Stone Age houses to the present day

I can discover and create Stone Age cave art

The Bronze Age & Iron Age
(taught in spring 2)

Knowledge End Point:

- 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

I can compare housing from the Stone Age to the Iron Age

I can use different sources to find out how tools developed

I can build on my Stone Age timeline to include the Bronze and Iron Ages

I can research how Bronze and Iron tools and weapons were made

I can identify the biggest changes between Stone Age life and Iron Age life

The Ancient Egyptians

Previous Learning/links: Bronze Age Spring Y3

Knowledge End Point:

- 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 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



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	<p><i>I can ask questions about how Stone Age people gathered food</i> <i>I can make conclusions about Stone Age food and taste test this</i> <i>I can say what life was like for early settlers in Skara Brae</i> <i>I can timeline the key events of the Stone Age</i></p> <p>Key Vocabulary: past, settlements, resources, artefacts, significance, timeline, Palaeolithic, Mesolithic, Neolithic, Skara Brae, prehistoric, ancient, era,</p>	<p>Key Vocabulary: past, settlements, resources, artefacts, significance, timeline, Palaeolithic, Mesolithic, Neolithic, prehistoric, ancient, era, artefacts, significance, resources</p>	<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>
<p>Year 4</p>	<p>The Victorians Queen Victoria</p> <p>Knowledge End Point:</p>	<p>The Romans</p> <p>Previous Learning/links: The Iron Age Spring Y3</p>	<p>Ancient Greece</p> <p>Previous Learning/links: The Romans Spring Y4</p>



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- 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 and the impact on Britain today

I can discuss similarities and differences for Victorian schooling compared to today

I can use sources to discover what life was like in Victorian workhouses

I can begin to understand the importance of Queen Victoria and her impact on Britain

I can compare Victorian entertainment to today

Knowledge End Point:

- 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

I can recall 4 key facts about the Roman invasion of Britain

I can use a range of sources to research Roman life (homes, jobs, trade, landmarks)

I can discuss how the Roman Empire grew in Britain and explain what they left behind (roads, aqueducts, towns, Chester)

Knowledge End Point:

- 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.

I can use a range of sources to explain how the Greeks lived

I can compare life for the Greeks and the Romans (homes, jobs, trade, landmarks)

I can explain key similarities and differences between the ancient and modern Olympics

I can understand the importance of Greek mythology and recall a key story or gods/goddesses

I can add key events to a timeline showing ancient Greek achievements



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	<p><i>I can timeline significant Victorian events and discuss the impact on Britain today</i></p> <p><i>I can use a range of sources to compare Christmas (Victorian vs Today)</i></p> <p>Key Vocabulary: similarities, differences, artefacts, reign, industry, revolution, industrial revolution, workhouses, sources, monarchy,</p>	<p><i>I can understand the importance of Hadrian's Wall</i></p> <p><i>I can compare and contrast life in Roman Britain with life today</i></p> <p><i>I can timeline significant events from the Roman Empire invasion</i></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>Key Vocabulary: settlements, artefacts, resources, Invasion, conquer, significance, impact, philosophy, Athens, Parthenon, Acropolis, sources</p>
<p>Year 5</p>	<p>The Maya</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	<p>The Anglo-Saxons and Vikings</p> <p>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.	<p>The Tudors Elizabeth I</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



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	<ul style="list-style-type: none">• 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><i>I can locate Maya civilisations and say what modern day country it is now in</i></p> <p><i>I can research daily life for the Maya and explain why some sources are not accurate</i></p> <p><i>I can use a variety of reliable sources to create a Maya timeline</i></p> <p><i>I can understand the importance of Maya religion and gods and the impact this had on their people</i></p> <p><i>I can use sources to create a Chichen Itza fact file (facts and opinions)</i></p> <p><i>historic landmark/ tourist attraction</i></p> <p><i>Extracurricular Visit from Dr Diane Davies</i></p>	<p>e.g. living standards, society, clothing, housing, crime, punishment, livelihoods, monarchy, reign, power, changes over time, democracy.</p> <ul style="list-style-type: none">• 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><i>I can compare Viking and Anglo-Saxon invaders and where they first landed in Britain</i></p> <p><i>I can create a timeline of key events in Britain from Anglo-Saxons and Vikings</i></p> <p><i>I can use sources to compare similarities and differences between life in the dark ages and today (housing, clothing, trade, food)</i></p> <p><i>I can research and recall key laws of the land for Anglo-Saxons and the Vikings (Crime and punishment)</i></p> <p><i>I can understand the importance of the Anglo-Saxon monarchy (the first King of England)</i></p>	<ul style="list-style-type: none">• 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> <p><i>I can use a range of sources to research Tudor life (homes, jobs, trade, religion)</i></p> <p><i>I can recall different types of Tudor food and create my own pottage</i></p> <p><i>I can research Henry VIII's children and explain their impact on Britain</i></p> <p><i>I can timeline the significant events of Tudor times in Britain</i></p> <p>Key Vocabulary: Henry VIII, wives, chronology, reign, heir, significance,</p>
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	<p>Key Vocabulary: archaeology, archaeologist, ancient, resources, artefacts, primary and secondary sources, warrior, crops, jade, obsidian, stelae, Mayan glyphs</p>	<p>Key Vocabulary: settlements, pillage, invasion, conquest, raids, resistance, artefacts, Danegeld, settle, invade, Alfred the Great. Athelstan, Edward the Confessor, significance,</p>	<p>primary and secondary sources, monarch, Church of England</p>
<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><i>I can accurately timeline key events from WWII</i></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. 	<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,



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	<p><i>I can use research to explain how and why World War broke out</i> <i>I can understand what rationing was and why it was needed during the war</i> <i>I can use a range of sources to discover the events of the Blitz</i> <i>I can research and complete a case study on Alan Turing and his impact during the War</i> <i>I can say what the tragedy of the Holocaust was and say why this happened.</i></p> <p>Key Vocabulary: resources, Blitz, air-raid, invasion, significance, primary and secondary sources, resources, artefacts</p>	<ul style="list-style-type: none">• To know and be able to order key dates, characters and events of the time period studied. <p><i>I can use historical sources to define what a slave is</i> <i>I can understand and describe what the triangular Atlantic slave trade was</i> <i>I can learn about the experiences of slaves during the Atlantic slave trade through historical sources</i> <i>I can understand the abolition of the slave trade and slavery in Britain</i> <i>I can learn about Harriet Tubman and the Underground Railroad</i> <i>I can discuss and understand what modern slavery is</i></p> <p>Key Vocabulary: slave, enslaved, abolish, colonies, resistance, empire, conditions, society, discrimination, characteristics, transatlantic</p>	<p>work life, popular culture, technology, transport, entertainment and sport.</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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