



HISTORY CURRICULUM COVERAGE

HISTORY INTENT

At Wheatland's Primary School, history is taught with the intent of giving children a secure, chronological understanding of key events during British History, as outlined in the National Curriculum. Children will also cover several aspects of 'World History' which will help to broaden their own knowledge and experiences of other cultures. The children cover two local history studies to enhance their understanding of their own area. Throughout KS2, history will be taught through several 'themes' to allow children to gain an understanding of the more abstract historical terms of 'empire, invasion, democracy, settlement and monarchy'.

There is also an emphasis on children developing the skills they need to become independent, thoughtful and resilient historians. They will develop their skills in investigating sources of information and be able to form their own conclusions on a key date, event or figure.

Historical Themes Across KS2

	Invasion	Empire	Democracy	Settlement	Monarchy
Stone Age to Iron Age					
Ancient Greeks					
Romans					
Egyptians					
Anglo- Saxons					
Vikings					
Local History					
World War Two					
Mayans					

History: Foundation Stage Nursery

Nursery One	Nursery Two Autumn	Nursery Two Spring	Nursery Three Summer
<u>Understanding The World</u> • Recognise key members of family, relations, and pets. • Talks about people who are special to them. • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. • Can talk about the people who live in their house. • Can talk about something they have done with their family when looking at pictures and stories. • Talks about people who are special to them and can give a reason why they are special.	<u>Understanding The World</u> • Talks about their birthday, telling others about their presents, party etc. and other significant events in their lives. • Has an awareness of their immediate family.	<u>Understanding The World</u> • Begins to understand what a family is and how families are different. • Can talk about members of their extended family. • Shows an interest in different occupations.	<u>Understanding The World</u> • Begins to make sense of their own life-story and family's history. • Talk about things they have done with their family, as well as other significant events in their lives, in greater detail. • Begins to use the language of time i.e. a long time ago, yesterday.

History: Foundation Stage Reception

Reception Autumn	Reception Spring	Reception Summer
<u>Understanding The World</u> <u>Past and Present</u> • Talks about members of their immediate family and community. • Asks questions or make comments about what another child has said about their family. • Name and describe people who are familiar to them i.e. police, fire service etc. • Explains the difference between old and new.	<u>Understanding The World</u> <u>Past and Present</u> • Comments on images of familiar situations in the past, identifying similarities and differences. • Compares and contrasts characters from stories, including figures from the past. • Children order some events using basic chronology- knowing that some things happened before they were born. • Can talk about some significant events in their life and how they have changed over time. i.e. got taller, need bigger shoes.	<u>Understanding The World</u> <u>Past and Present</u> • Talks about the lives of the people around them and their roles in society. • Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understands the past through settings, characters and events encountered in books read in class and storytelling.

History: Key Stage 1 Year 1

History: Key Stage 1 Year 1				
Within living memory		Beyond living memory	Lives of significant people	Local history
<u>Our Grandparents</u> - Know a range of toys that children play with today. - Know a range of toys that their grandparents played with. - To know the differences between their toys and their grandparents. - Know what lessons were like when their grandparents went to school. - Know what school rules and consequences were like when their grandparents went to school. - To compare our school life today with their grandparents.			<u>Neil Armstrong</u> - To know why Neil Armstrong is famous. - To know why Tim Peak is famous. - To know the similarities and differences between Neil Armstrong and Tim Peake. <u>Captain Cook</u> - To know about the early life of Captain Cook. - To know that Captain Cook sailed to Australia - To know that Captain Cook was one of the first sailors to cross the Antarctic Circle.	<u>Redcar Seafront</u> - To know how people enjoy Redcar Seafront today. - To know how people enjoyed Redcar Seafront in the past. - To know what Redcar pier was like. - To compare Redcar pier to The Beacon. - To know why the Zetland lifeboat is important. - To compare Zetland lifeboat to a modern lifeboat.
Skills	<u>Chronological Understanding</u> Sequence three artefacts using simple vocabulary of: old, older, oldest.		<u>Interpreting sources of evidence</u> Give a simple explanation of what an artefact from the past was used for.	<u>Historical Enquiry and Research</u>
	- Would you prefer to play with a toy from today or the past? - Would you prefer to go to school today or in the past?		- Who is more important Captain Cook or Neil Armstrong? - How are today's sailors different to Captain Cook?	Would you rather go to Redcar pier or The Beacon?

History: Key Stage 1

Year 2

History: Key Stage 1 Year 2				
Within living memory		Beyond living memory		Local history
		<u>Guy Fawkes and the Gunpowder Plot</u> - To know who King James was. - To know why Guy Fawkes wanted to blow up the Houses of Parliament. - To know what happened to the gunpowder plotters. - To know how we remember the Gunpowder Plot today. <u>The Great Fire of London</u> - To know what life in London was like at the time of the 'Great Fire'. - To know when and where the Great Fire of London started - To know why the Great Fire of London spread so quickly	<u>Florence Nightingale and Mary Seacole</u> - To know about Florence Nightingale's early life. - To know what hospitals were like before Florence Nightingale. - To know how Florence Nightingale improved hospitals. - To know about Mary Seacole's early life. - To know Mary Seacole's role in the Crimean War. - To know the differences between Mary Seacole and Florence Nightingale. <u>Nelson Mandela</u> - To know that white and black people were treated differently in South Africa. - To know that Nelson Mandela worked for the rights of black people. - To know that Nelson Mandela was imprisoned for his beliefs.	
Skills	<u>Chronological Understanding</u> Order key happenings from an important person's life or an important event.	<u>Interpreting sources of evidence</u> Begin to use photographs or artefacts from the past to make simple observations.	<u>Historical Enquiry and Research</u>	
Possible Learning Challenges		- Can you think of other ways we could remember the Gunpowder plot? - Can you compare King James to King Charles? - Can you explain how a large fire in London would be put out today?	- Who do you think was more important: Florence Nightingale or Mary Seacole? - Can you write three reasons for Nelson Mandela being released from prison?	

History: Year 3

CHRONOLOGY (Stone age to 1066)		Beyond 1066	Local History Study
<u>The Stone Age to The Iron Age</u> - To know that people were 'hunter gatherers' during the Stone Age. - To know what life was like in the settlement of Skara Brae. - To know what archaeologists have learnt from the discovery of 'Cheddar Man'. - To understand why historians think Stonehenge was built. - To know how life changed when farming began. - To know what it was like to live in a Bronze Age house. - To know why the discovery of copper was so important. - To know why people lived in Hill Forts during the Iron Age. - To compare weapons from the Stone Age to the Iron Age. - To know why the druids were so important. - To know what daily life was like for men and women during the Iron Age.			
Non-European Societies		The Earliest Civilisations	Ancient Greece
			<u>Ancient Greece</u> - To know that Athens is the world's oldest democracy. - To know the main differences between Athens and Sparta. - To know that the Olympic Games originated in Greece. - To know about the Greek invasion of Troy. - To know the extent of the Empire of 'Alexander The Great'.
Skills	<u>Chronological Understanding</u> - Place the era being studied on a timeline. - Know some key dates from the era being studied.	<u>Interpreting sources of evidence</u> - Use pictures or artefacts from the past to make simple observations. - Begin to understand how historians and archaeologists learn about the past.	
		<u>Historical Enquiry and Research</u> Begin to use the internet or textbooks for research.	
Possible Learning Challenges	- Can you write three ways the Stone Age was different to the Iron Age? - Would you rather have lived in the Stone Age or Bronze Age? - Can you explain how life in Skara Brae was different to life in Redcar today? - Would you rather be a man or woman in the Iron Age?		- Would you rather have lived in Athens or Sparta? - Can you compare the Ancient Greek's Olympic Games to the Olympic Games today? - Can you find two similarities and two differences between life in Ancient Greece and life in the Iron Age?

History: Year 4

History: Year 4			
CHRONOLOGY (Stone age to 1066)		Beyond 1066	Local History Study
<u>Roman Britain</u> - To know the extent of the Roman Empire in 42 AD. - To know why the Romans invaded Britain. - To know why Boudicca resisted the Roman occupation. - To know about the settlement of Londinium. - To know why the Romans built roads. - To know how housing changed during the Roman occupation. - To know how Roman bath houses improved life in Britain. - To know what life was like at Hadrian's Wall. - To know when and why the Romans left Britain.			
Non-European Societies		The Earliest Civilisations	Ancient Greece
		<u>The Egyptians</u> - To place on a map, when and where the earliest civilisations appeared. - To know why the Ancient Egyptians built settlements along the Nile. - To know that Ancient Egypt was a monarchy ruled by Pharaohs. - To know how and why the pyramids were built. - To know about the process of mummification. - To know that Cleopatra was the last pharaoh.	
Skills	<u>Chronological Understanding</u> - Place the era being studied on a timeline. - Know some key dates from the era being studied. - Order 5 key events from their period on a timeline.	<u>Interpreting sources of evidence</u> - Use pictures or artefacts from the past to make simple observations. - Begin to understand how historians and archaeologists learn about the past. - Begin to use written sources to make simple observations.	<u>Historical Enquiry and Research</u> Use the internet and textbooks for research.
	<u>Potential Learning Challenges</u> - Give three ways that life in Roman Britain was different to life today. - Give three ways that life in Roman Britain was different to life in the Iron Age. - Use an i-pad to research three facts about a famous Roman Emperor. - Do you think Boudicca was a hero or villain? - How was Londinium different to Redcar today?	- Can you give a similarities and difference between the River Nile and the River Tees? - Use an i-pad to research the largest pyramid built by the Egyptians and give three facts about it. - Give three ways the Ancient Egyptians were different to the Ancient Greeks. - Use a library book to research a famous pharaoh. - Use the internet to learn how the designs of pyramids changed.	

History: Year 5

History: Year 5			
CHRONOLOGY (Stone Age to 1066)		Chronology (Stone Age to 1066)	Local History Study
<u>The Anglo Saxons and the Scots</u> - To know where the Anglo-Saxons came from and why they invaded Britain. - To know that the Scots invaded Scotland. - To know that Britain was divided into different kingdoms and ruled by different Kings. - To know that The Anglo-Saxons settled in villages rather than towns. - To know that the Anglo-Saxons converted from Paganism to Christianity.		<u>The Vikings and The Anglo-Saxons</u> - To know that the Vikings carried out their first raid on Lindisfarne. - To know why the Vikings invaded Britain. - To know that the Vikings created an important settlement in York. - To know how Alfred The Great fought back against the Vikings. - To know about the creation of Danegeld. - To know why Athelstan is known as 'The First King of Britain'. - To know that William The Conqueror invaded in 1066.	<u>Redcar</u> - To know that Captain Cook was the first European to visit Hawaii. - To know how Captain Cook died. - To know the importance of ironstone mining in our area. - To know the importance of the opening of Teeside Steelworks. - To know the impact that the closure of the steelworks had on our area.
Non-European Societies		The Earliest Civilisations	Ancient Greece
Skills	<u>Chronological Understanding</u> - Place the era being studied on a timeline. - Know key dates from the era being studied. - Order 8 key events from their period on a timeline.	<u>Interpreting sources of evidence</u> - Confidently, use artefacts, pictures and written sources to make observations. - Know how historians and archaeologists learn about the past. - Know the difference between a primary and secondary source.	<u>Historical Enquiry and Research</u> - Use the internet and textbooks for research. - Use the internet or textbooks to give a detailed answer to a question.
	Potential Learning Challenges - Give three ways the Anglo-Saxons were different to the Celts. - Use an i-pad to research the differences between Anglo-Saxon men and women. - Would you rather have lived as a Pagan or a Christian? - Can you explain which Anglo-Saxon kingdom was the most powerful?	- How was the Viking invasion of Britain different to the Roman invasion? - Can you compare Alfred The Great to Boudicca? - Do you think Danegeld was a success or failure? - Would you rather have lived as a Viking or Anglo Saxon?	- Use an i-pad to compare Captain Cook to Preet Chandi. - Why do you think we have named our school houses after Captain Cook's ships? - Would you rather have been an ironstone miner or a steel worker? - Use an i-pad to research new industry being built in our area.

History: Year 6

History: Year 6			
CHRONOLOGY (Stone Age to 1066)		Beyond 1066	Local History Study
		<u>World War Two</u> - To know why Hitler became a powerful dictator. - To know why World War Two began. - To know the role that the RAF played in the 'Battle of Britain'. - To understand the experiences of evacuees. - To know that some goods were rationed during the war. - To know the role that women played in the war. - To understand the importance of propaganda in World War Two. - To know the importance of 'D Day'. - To understand the holocaust. - To know why World War Two ended. - To know how World War Two has shaped the world today.	
Non-European Societies		The Earliest Civilisations	Ancient Greece
<u>The Mayans</u> - To know that the Maya built city settlements in the jungle. - To know how Mayan society was structured. - To know why King Pakal was important. - To know that the Maya worshipped many Gods. - To investigate why the Maya left their cities.			
Skills	<u>Chronological Understanding</u> - Place the era being studied on a timeline. - Know key dates from the era being studied. - Know how key events are linked to one another. - Order 8 key events from their period on a timeline.	<u>Interpreting sources of evidence</u> - Confidently, use artefacts, pictures and written sources to explain why an event happened. - Know how historians and archaeologists learn about the past. - Know the difference between a primary and secondary source. - Know that some sources can be more reliable than others.	<u>Historical Enquiry and Research</u> - Use the internet and textbooks for research. - Use the internet or textbooks to give a detailed answer to a question.
	<u>Possible Learning Challenges</u> - Compare the Maya to the Ancient Egyptians. - Write an explanation of which role you think was the best and then worst in Mayan society. - Compare King Pakal to Alfred The Great. - Use an i-pad to research another famous Mayan ruler. - Create your own Mayan God with a new area of responsibility.	- Order the causes of World War Two in order of importance. - Use an i-pad to compare life in the RAF to life in the Navy. - Would you rather have been evacuated or stayed in London during 'The Blitz'. - Would you rather have been a man or woman in World war Two?	

Vocabulary Progression

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
• myself • family • born • past • now	• old • older • oldest • past • present • remember • memory • then	• past • present • artefact • chronological order • event • historian	• past • present • timeline • AD and BC • chronological order • artefact • primary source • historian • archaeologist • millennium	• artefact • primary source • chronological order • timeline • AD and BC • invasion • occupation • conquest • historian • archaeologist • millennium • century • Empire	• primary source • secondary source • chronological order • AD and BC • invasion • occupation • conquest • civilisation • local history • consequences • historian • archaeologist • millennium • century • decade • Kingdom	• primary source • secondary source • chronological order • invasion • occupation • conquest • civilisation • consequences • account • evidence • historian • archaeologist • period • millennium • century • decade