



Wellington Primary

History Curriculum

History Overview

Year Group	British History		Exploration & Civilisations
1	Toys Past & Present 	Florence Nightingale 	Space Explorers – Neil Armstrong & Tim Peake 
2	Great Fire of London 	Seaside past & present 	Christopher Columbus 
3	Stone Age Britain to Iron Age Britain 	Roman Empire – Roman Rule of Britain 	Roman Empire – Around the world 
4	Anglo-Saxons 	Anglo-Saxons 	Egyptians 
5	Vikings 	Vikings 	Ancient Greece 
6	WW2 	The Victorians 	The Maya Civilisation 

Enquiry Questions

Year Group	British History		Exploration & Civilisations
1	Toys Past & Present <i>How are the toys I play with different to those played with 50 years ago?</i>	Florence Nightingale <i>Who was Florence Nightingale? How have hospitals and nurses changed?</i>	Space Explorers – Neil Armstrong & Tim Peake <i>Who are Neil Armstrong & Tim Peake? Why are they significant?</i>
2	Great Fire of London <i>Who is Samuel Pepys and why are his diaries important?</i>	Seaside past & present <i>What did our grandparents used to do at the seaside and how has it changed?</i>	Christopher Columbus <i>What made Christopher Columbus famous?</i>
3	Stone Age Britain to Age Britain <i>What different challenges were there for the survival of early man?</i>	Roman Empire – Roman Rule of Britain <i>What impact did the Roman Empire invasion have on Britain? How successful where the Romans?</i>	Roman Empire – Around the world <i>Why were the Romans so powerful? What did we learn from the Romans?</i>
4	Anglo-Saxons <i>Where and how did the invasion of Britain take place after the Roman withdrawal?</i>	Anglo-Saxons <i>How did life change as a result of Anglo Saxon and Scot invasions?</i>	Egyptians <i>What made the Egyptians awesome and how do we know about them? What was important to people during ancient Egyptian times and why?</i>
5	Vikings <i>Where did the Vikings come from and why did they invade Britain?</i>	Vikings <i>How did the Vikings live and work and what happened during the invasions?</i>	Ancient Greece <i>Who were the Ancient Greeks and why was their Empire so successful? What was life like in Ancient Greece?</i>
6	WW2 <i>Why did the war start and what impact did it have on different sections of society? Why was WW2 a turning point in British History?</i>	The Maya Civilisation <i>Who were the ancient Maya, where and when did they live?</i>	The Victorians <i>How did daily life change over the reign of Queen Victoria? What impact did your wealth (rich or poor) have on your life as a Victorian?</i>

Core Concepts

Core Concept	Definition
Cultural Change	Changes to the way that a society or culture is run, how it functions or is governed
Exploration	Travelling across or through something to discover new places
Invasion	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.
Empire	A group of nations or people under one ruler or government.
Technology	Changes in technology over time within a specific society or civilisation
Crime & Punishment	Laws and subsequent actions for those that do not follow set rules

Core Concepts - Coverage

Year 1

Toys Past & Present <i>How are the toys I play with different to those played with 50 years ago?</i>					
Cultural Change	Exploration	Invasion	Empire	Technology	Crime & Punishment
Florence Nightingale <i>Who was Florence Nightingale? How have hospitals and nurses changed?</i>					
Cultural Change	Exploration	Invasion	Empire	Technology	Crime & Punishment
Space Explorers – Neil Armstrong & Tim Peake <i>Who are Neil Armstrong and Tim Peake? Why are they significant?</i>					
Cultural Change	Exploration	Invasion	Empire	Technology	Crime & Punishment

Year 2

Fire, Fire! Great Fire of London <i>Who is Samuel Pepys and why are his diaries important?</i>					
Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
The seaside in the past. <i>What did our grandparents used to do at the seaside and how has it changed?</i>					
Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
Christopher Columbus <i>What made Christopher Columbus famous?</i>					
Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment

Year 3

Stone Age to Iron Age <i>What different challenges were there for the survival of early man?</i>					
Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
Roman Empire					

What impact did the Roman Empire invasion have on Britain? How successful were the Romans?

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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Roman Empire

Why were the Romans so powerful? What did we learn from the Romans?

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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Year 4

Anglo - Saxons

Where and how did the invasion of Britain take place after the Roman withdrawal?

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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Anglo - Saxons

How did life change as a result of Anglo Saxon and Scot invasions?

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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Egyptians

What made the Egyptians awesome and how do we know about them?
What was important to people during ancient Egyptian times and why?

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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Year 5

Vikings

Where did the Vikings come from and why did they invade Britain?

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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Vikings

How did the Vikings live and work and what happened during the invasions?

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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Ancient Greece

*Who were the Ancient Greeks and why was their Empire so successful?
What was life like in Ancient Greece?*

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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Year 6

World War Two

*Why did the war start and what impact did it have on different sections of society?
Why was WW2 a turning point in British History?*

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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The Maya Civilisation

Who were the ancient Maya, where and when did they live?

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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The Victorians

*How did daily life change over the reign of Queen Victoria?
What impact did your wealth (rich or poor) have on your life as a Victorian?*

Cultural change	Exploration	Invasion	Empire	Technology	Crime & Punishment
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Progression of Skills

Progression in Historical Skills

KS1 NC Skills	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>					
KS2 NC Skills	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>					
Chronological understanding	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Place known events and objects within a chronological sequence.</p> <p>Sequence events and recount changes within living memory</p>	<p>Sequence events / artefacts or pictures e.g firefighting equipment from Great Fire of London to modern day.</p>	<p>Place the time studied on a timeline.</p> <p>Sequence events or artefacts.</p> <p>Sequence key years/events or dates on a timeline.</p>	<p>Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p>	<p>Place current study on a timeline in relation to other studies.</p> <p>Know and sequence key events of a time studied.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Use relevant dates and terms. Sequence up to ten events on a time line.</p>

	Use common words and phrases relating to the passing of time e.g. First, next, then.	Put people or events studied into a timeline Identify similarities and differences between ways of life in different periods.		Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini).	Use relevant terms and period labels. Relate current studies to previous studies. Make comparisons between different times in history.	
Range & depth of Historical Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Describe some simple similarities differences between artefacts Use drama to act out key events.	Find out about people and events – identifying key details and the why. Use collections of artefacts and describe their similarities and differences. Use drama to develop empathy and understanding (hot seating, sp. and listening)	Find out about the everyday lives of people in the time studied and make comparisons with our lives today. Identify reasons for and results of people’s actions. Understand why people may have had to do something.	Use evidence to reconstruct life in time studied. Offer a reasonable explanation for some events. Identify reasons for and results of people’s actions. Understand why people may have had to do something.	Study the experiences of different groups of people during the time studied e.g. men and women; rich or poor. Make comparisons using evidence. Find out about beliefs, behaviours and characteristics of people recognising that not everyone	Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings. Know Key dates, characters and events of time studied. Compare and contrast period

					<p>shares the same views and feelings.</p> <p>Know Key dates, characters and events of time studied.</p>	<p>studied with another ancient civilisation already studied.</p> <p>Study the experiences of different groups of people during the time studied e.g. men and women; rich or poor. Make comparisons using evidence.</p>
Historical Interpretations	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past.</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story.</p> <p>Compare two different versions of</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.</p>	<p>Evaluate the usefulness of different resources.</p> <p>Understand that sources can contradict each other.</p>	<p>Compare accounts of events from different sources e.g. fact or fiction.</p> <p>Offer some reasons for different versions of events e.g. Lindisfarne attack – Viking</p>	<p>Evaluate source and work out how conclusions were arrived at.</p> <p>Evaluate different interpretations e.g. fact, fiction and opinion.</p> <p>Be aware that different evidence will</p>

		the past e.g. Samuel Pepys' Diary with a newspaper account.			perspective / Monk perspective	lead to different conclusions.
Historical Enquiry	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Ask and answer questions related to different sources and objects.</p>	<p>Use different sources and objects to ask and answer questions e.g. who, why, what, how etc.</p> <p>Start to use a range of resources. E.g. non-fiction books, ICT etc.</p>	<p>Use a range of sources to find out about a period asking who, why, what, how.</p> <p>Select and record information relevant to the area of enquiry.</p> <p>Begin to use the library and ICT for research.</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Use the library and ICT for research.</p> <p>Choose relevant material to present a picture of one aspect of the past e.g. research Egyptian farming.</p>	<p>Examine causes and results of great events and the impact on people – Viking invasion, Greek Empire</p> <p>Compare an aspect of life with the same aspect in another period e.g. School life, male & female lives</p> <p>Begin to identify primary and secondary sources.</p> <p>Confident use of library and ICT for research.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Recognise primary and secondary sources confidently.</p>

						Bring knowledge gathered from a range of sources together into a fluent account.
Organisation and Communication	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use drama/role play to communicate their knowledge of the past.</p> <p>Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing about the moon landing.</p>	<p>Use drama/role play to communicate their knowledge of the past.</p> <p>Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied e.g. simple fact files or reports, letters in role etc.</p> <p>Use historical terms and use historically correct nouns when describing or comparing.</p>	<p>Use and understand appropriate historical vocabulary e.g. Stone Age, Iron Age, Hunter Gatherer</p> <p>Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conqueror, kingdoms.</p> <p>Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y4 focus) e.g. letters, recounts, poems,</p>	<p>Begin to use abstract terms such as social, economic, cultural, revolution (industrial).</p> <p>Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, and religious.</p> <p>Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such</p>

				adverts, diaries, posters and guides.	Provide an account of a historical event based upon more than one source.	as instructions, accounts, diaries, letters, information/ travel guides, posters, news reports. Plan and present a self-directed project about the period studied.
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Key Vocabulary

Year 1		
Toys Past & Present	Florence Nightingale	Space Explorers – Neil Armstrong & Tim Peake
rocking horse, toy soldier, tea set, doll's house, wooden blocks, jack in a box, doll, diablo, toy ship, teddy bear, marbles, games console, board games, plastic bricks, marbles, robot, remote controlled car, scooter, skateboard, superhero, rocking horse building blocks	Florence Nightingale, care, sick, soldier, cleaning, Lady of the Lamp, Crimean War, charity, injured, hospital, medal, Red Cross, ambitious, courageous, tender, committed, sympathetic, skilled	Explorer, expedition, astronaut, moon, space, significant, famous, Neil Armstrong, Tim Peake, Apollo, space landing, NASA, first, engineer, International Space Station, British astronaut, European Space Agency

Year 2

The Great Fire of London

Fire, Samuel Pepys, The Monument, London, bakers, River Thames, diary, smoke, leather bucket, fireman, buns, bread, The Tower of London, axe, King Charles II, escaping, Pudding Lane, diary, cart, thatched roof,

The Seaside in the Past

Holiday, weather, shore, sand, coast, sea, ocean island, water, port, harbour, map, town, tourists, seaside, resort, shop, beach

Year 3

Stone Age to Iron Age

Archaeologist, Skara Brae, prehistoric, artefacts, Neolithic, Stonehenge, iron, copper, bronze, alloy, earthwork, flint, bluestones, sacrifice, druid, tribe, chronological, roundhouse, hillfort, offering, spear, Celts, shelter, battle, stone, mammoth, bow, jewellery, sickle

Roman Empire

Roman baths, aqueduct, Boudicca, Emperor Hadrian, Hadrian's Wall, turret, fort, soldier, Julius Caesar, Emperor Claudius, senator, Jupiter, Venus, Neptune, Mercury, Mars, Pluto, Colosseum, Amphitheatre, bath house, mosaic, temple, villa, centurion, chariot, shield, coin, gladiator

Year 4

Anglo-Saxons

Angles, Saxons, Scots, Picts, weaver, tanner, potter, Woden, Canterbury Cathedral, Iona Abbey, Lindisfarne Priory, jewellery,

Egyptians

Egypt, Egyptian, pharaoh, pyramid, hieroglyphics, pharaoh, chariot, pyramid, civilisation, sphinx, mummy, canopic jars, coffin mask,

runes, bronze helmet, thatched wooden house, Bayeux Tapestry, axe, shield, sword, Alfred the Great, brooch, Edward the Confessor,	desert, sickle, plough, Horus, Osiris, Isis, Hathor, irrigation, mummification, tomb, Nile
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Year 5	
Vikings	Ancient Greece
Danelaw, drinking horn, longboat, longhouse, loom, runes, Valhalla, invasion, Lindisfarne, shield, sword, thatched roof, Thor, coins, axe, Viking king, Viking freeman, Viking warrior, Viking woman, slave, Denmark, Sweden, Norway, North Sea, monasteries, King Alfred, Guthrum,	Greece, Alexander the Great, Greek Empire, Corinthian column, Doric column, Parthenon, tunic, Athens, Hippocrates, Plato, helmet, soldier, Olympics, vase, slave. Greek Gods & Goddesses Athena, Poseidon, Demeter, Persephone, Hades, Ares, Zeus, Artemis, Hermes, Hera, Apollo, Aphrodite, Hephaestus, Dionysus, Hestia

Year 6		
World War II	Maya Civilisation	Victorians
Invade, occupy, Nazi, Adolf Hitler, Neville Chamberlin, Munich Agreement, evacuation, billeting officer, gas mask, Lord Woolton, rationing, ration book, Battle of Britain, The Blitz, D Day, Holocaust, Dunkirk, soldier, bomb, Winston Churchill, Anne Frank, battle, rifle, army, medal, Spitfire, air raid, Anderson shelter, axis countries, allies, women of WW2	Cacao beans, temple, monument, jungle, codices, pyramid, corn, astronomy, priest, calendar, king, maize god, hieroglyphs, warrior, woman, pok a tok, number system, Maya masks, Central America, Mesoamerica, Mexico, Belize, Guatemala, West Honduras, El Salvador, 2000BC – AD1697 Maya Gods	Queen Victoria, monarch, reign, workhouse, empire, shilling, inventions, butler, maid, steam engine, school, The Elementary Education Act 1870, slum, slate and chalkboard, crime & punishment, Industrial Revolution, The Great Exhibition, rich and poor, chimney sweep, nanny, Governess, malnutrition,

	Ek Chuaj, Kukulcan, Ix Chel, Yumil Kaxob, Chac, Ah Puch, Kinich Ahau	
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Maya Cities

Xunantunich, Chichen Itza, Uxmal, Palenque,
Calakmul, Coba, Copan, Tikal, Tulum