



# **History curriculum EYFS, KS1 and KS2**



## History curriculum EYFS, KS1 and KS2

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics in nursery, KS1 and KS2 (this is not needed in 2 Plus or reception). In KS1 and KS2 we use the Kapow scheme of work. Each Kapow unit has a key enquiry question. In 2 Plus, nursery and reception we use Development Matters.

For each Kapow history unit of work, children should be taught the **key knowledge**, **key skills** and **key vocabulary**. Please ensure that this information is fully covered in the series of lessons that you plan. As children move through the school, they will build on prior knowledge, skills and vocabulary.

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## History Topic Map EYFS, KS1 and KS2 (Year A / Year B cycle)

The Kapow **units** of work are listed below for KS1 and KS2. In EYFS, we cover history knowledge, skills and vocabulary through our **topics** and history **mini-themes**.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>2-Plus</b>	Topic: All About Me  Mini-theme 1: Facial features / Family	Topic: Nursery Rhymes	Topic: Favourite Stories  Mini-theme 2: Characters & their families	Topic: Transport	Topic: Down at the Farm  Mini-theme 3: Animal families	Topic: Under the Sea
<b>Nursery (Year A)</b>	Topic: Marvellous Me  Mini-theme 1: Growing up / Family / Similarities and differences	Topic: Building & Construction  Mini-theme 2: Types of homes and buildings	Topic: Making Music	Topic: Pirates  Mini-theme 3: Different ways of life	Topic: Shopping	Topic: Pets
<b>Nursery (Year B)</b>	Topic: Marvellous Me  Mini-theme 1: Growing up / Family / Similarities and differences	Topic: Building & Construction  Mini-theme 2: Types of homes and buildings	Topic: Songs & Rhymes	Topic: Dinosaurs  Mini-theme 3: Past tense vocabulary	Topic: People Who Help Us	Topic: On Safari
<b>Reception</b>	Topic: Who Am I?  Mini-theme 1: Our own history / Birthdays  Focus artist (art history): Wassily Kandinsky	Topic: Bears  Mini-theme 2: Teddy bears  Focus artist (art history): Piet Mondrian	Topic: What We Eat  Focus artist (art history): Alma Thomas	Topic: Traditional Tales  Mini-theme 3: Differences past & present  Focus artist (art history): Claude Monet	Topic: Spring  Focus artist (art history): Vincent Van Gogh	Topic: Adventures  Mini-theme 4: Buildings in London  Focus artist (art history): Henri Rousseau
<b>Year 1 and year 2 (Year A)</b>	Unit 1: Toys: <b>How have toys changed?</b>	<b>Geography unit of work</b>	Unit 2: Kings and Queens: <b>What is a monarch?</b>	<b>Geography unit of work</b>	Unit 3: Classroom adventures: <b>How was school different in the past?</b>	<b>Geography unit of work</b>
<b>Year 1 and year 2 (Year B)</b>	Unit 1: This is me!: <b>How am I making history?</b>	<b>Geography unit of work</b>	Unit 2: Explorers: <b>How have explorers changed the world?</b>	<b>Geography unit of work</b>	Unit 3: Inventions: <b>How did we learn to fly?</b>	<b>Geography unit of work</b>

<b>Year 3 and year 4 (Year A)</b>	Unit 1: Stone Age to Iron Age: <b>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</b>	<b>Geography unit of work</b>	Unit 2: Anglo Saxons: <b>How hard was it to invade and settle in Britain?</b>	<b>Geography unit of work</b>	Unit 3: Time-travellers: <b>How have children's lived changed?</b>	<b>Geography unit of work</b>
<b>Year 3 and year 4 (Year B)</b>	Unit 1: Ancient Egypt: <b>What did the Ancient Egyptians believe?</b>	<b>Geography unit of work</b>	Unit 2: Romans: <b>Why did the Romans settle in Britain?</b>	<b>Geography unit of work</b>	Unit 3: Chocolate: <b>How did the impacts of the Ancient Maya impact their civilisation and beyond?</b>	<b>Geography unit of work</b>
<b>Year 5 and year 6 (Year A)</b>	Unit 1: Ancient Greece: <b>What did the Ancient Greeks ever do for us?</b>	<b>Geography unit of work</b>	Unit 2: Vikings: <b>Were the Vikings raiders, traders or something else?</b>	<b>Geography unit of work</b>	Unit 3: Windrush: <b>Reclaiming narratives: The Windrush Generation</b>	<b>Geography unit of work</b>
<b>Year 5 and year 6 (Year B)</b>	Unit 1: World War 2: <b>What was the impact of WW2 on the people of Britain?</b>	<b>Geography unit of work</b>	Unit 2: London: <b>What can the census tell us about local areas?</b>	<b>Geography unit of work</b>	Unit 3: The Sikh Empire: <b>The Sikh Empire</b>	<b>Geography unit of work</b>

**Pakeman Primary School**  
**History curriculum – 2 Plus**

	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>All About Me</b>	<b>Nursery Rhymes</b>	<b>Favourite Stories</b>	<b>Transport</b>	<b>Down at the Farm</b>	<b>Under the Sea</b>
<b>History-related mini themes</b>	Facial features Family		Characters & their families		Animal families	
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families</li> <li>• Notice differences between people</li> </ul>					
<b>Key knowledge (overarching)</b>	<i>Note: historical knowledge not specified in Development Matters for this age group. Please ensure that the topic specific knowledge below is taught during each history-related mini theme</i>					
<b>Key knowledge (topic specific)</b>	We all have different features.  We can describe our features.		We have family members.  People can live with different family members.		Animals have babies.  Baby animals are looked after by their parent/s.	
<b>Key vocabulary (topic specific)</b>	hair face eyes blue brown blonde black curly straight		family mum dad brother sister grandma/nan grandad/grandpa old house live		baby born hatch grow parent change	

**Pakeman Primary School**  
**History curriculum – Nursery**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Making Music</b>	<b>Pirates</b>	<b>Shopping</b>	<b>Pets</b>
<b>History-related mini themes</b>	Growing up Family Similarities and differences	Types of homes and buildings		Different ways of life		
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Continue developing positive attitudes about the differences between people</li> </ul>					
<b>Key knowledge (overarching)</b>	<i>Note: historical knowledge not specified in Development Matters for this age group. Please ensure that the topic specific knowledge below is taught during each history-related mini theme</i>					
<b>Key knowledge (topic specific)</b>	We change as we grow up.  We can describe ourselves by talking about our features.  Some of our features are the same and some are different.	People live in different types of houses.  People can move to different houses.		Some people don't live in a house.  Pirates lived on ships.		
<b>Key vocabulary (topic specific)</b>	baby grow adult same different change tall short long	house tower block flat lift stairs move same different change		boat ship pirate captain treasure island map flag telescope		

**Pakeman Primary School**  
**History curriculum – Nursery**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Songs &amp; Rhymes</b>	<b>Dinosaurs</b>	<b>People Who Help Us</b>	<b>On Safari</b>
<b>History-related mini themes</b>	Growing up Family Similarities and differences	Types of homes/ buildings		Past tense vocabulary		
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Continue developing positive attitudes about the differences between people</li> </ul>					
<b>Key knowledge (overarching)</b>	<i>Note: historical knowledge not specified in Development Matters for this age group. Please ensure that the topic specific knowledge below is taught during each history-related mini theme</i>					
<b>Key knowledge (topic specific)</b>	We change as we grow up.  We can describe ourselves by talking about our features.  Some of our features are the same and some are different.	People live in different types of houses.  People can move to different houses.		Dinosaurs were alive a very long time ago.  Dinosaurs don't exist anymore.		
<b>Key vocabulary (topic specific)</b>	baby grow adult same different change tall short long	house tower block flat lift stairs move same different change		extinct long ago lived walked ran flew ate hunted		

**Pakeman Primary School**  
**History curriculum - Reception**

	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Who Am I?</b>	<b>Bears</b>	<b>What We Eat</b>	<b>Traditional Tales</b>	<b>Spring</b>	<b>Adventures</b>
<b>History-related mini themes</b>	<b>Our own history Birthdays</b> <i>Focus artist: Wassily Kandinsky</i>	<b>Teddy bears</b> <i>Focus artist: Piet Mondrian</i>	<i>Focus artist: Alma Thomas</i>	<b>Differences past &amp; present</b> <i>Focus artist: Claude Monet</i>	<i>Focus artist: Vincent Van Gogh</i>	<b>Buildings in London</b> <i>Focus artist: Henri Rousseau</i>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Talk about the lives of people around them and their roles in society</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>First we are babies, then children, then adults.</p> <p>As we grow up we change.</p> <p>Wassily Kandinsky was born a long time ago.</p>	<p>People have played with teddy bears for over 100 years.</p> <p>Teddy bears looked different a long time ago.</p> <p>Piet Mondrian was also born a long time ago, like Kandinsky.</p>	<p>Alma Thomas was also born a long time ago, like Kandinsky and Mondrian.</p>	<p>Life was different a long time ago.</p> <p>People did not have televisions or telephones a long time ago.</p> <p>Claude Monet was also born a long time ago, like Kandinsky, Mondrian and Thomas.</p>	<p>Vincent Van Gogh was also born a long time ago, like Kandinsky, Mondrian, Thomas and Monet.</p>	<p>Some buildings are very old.</p> <p>Some buildings are new.</p> <p>Old buildings and new buildings look different.</p>
<b>Key vocabulary (topic specific)</b>	<p>young</p> <p>old</p> <p>past</p> <p>present</p> <p>future</p>	<p>past</p> <p>present</p> <p>different</p> <p>same</p> <p>compare</p>	<p>long ago</p> <p>past</p> <p>same</p> <p>different</p> <p>compare</p>	<p>past</p> <p>present</p> <p>different</p> <p>same</p> <p>compare</p>	<p>long ago</p> <p>past</p> <p>same</p> <p>different</p> <p>compare</p>	<p>past</p> <p>present</p> <p>different</p> <p>same</p> <p>compare</p>



	baby child adult elderly	long ago history		long ago history letter telephone mobile phone computer email		long ago history modern new
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**Pakeman Primary School**  
**History curriculum - Year 1/2**  
Year A

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>Toys</b>	<b>Heroes</b>	<b>Kings and Queens</b>	<b>Celebrations</b>	<b>Classroom adventures</b>	<b>Minibeasts</b>
<b>History unit of work</b>	<b>How have toys changed?</b>	<b>Geography unit of work</b>	<b>What is a monarch?</b>	<b>Geography unit of work</b>	<b>How was school different in the past?</b>	<b>Geography unit of work</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Beginning to identify and describe changes in history over time</li> <li>Developing an understanding of key historical events and people</li> <li>Using terms like "past," "present," and "future" to talk about history</li> <li>Comparing daily life in the past and present (e.g., what children did in the past vs. now)</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>Introduction to key events and the lives of historical figures</li> <li>Understanding historical events as stories with a beginning, middle, and end</li> <li>Learning about national celebrations like Remembrance Day</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p> <p>To know that everyday objects have changed as new materials have been invented.</p> <p>To know some similarities and</p>		<p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a</p>		<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p> <p>To know that changes may come about because of</p>	

	<p>differences between the past and their own lives.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p> <p>To know some inventions that still influence their own lives today.</p>		<p>historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p> <p>To know that a monarch is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p>		<p>improvements in technology.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	
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			<p>To know that in the past monarchs had absolute power.</p> <p>To be aware of the achievements of significant individuals.</p>			
<b>Key vocabulary (topic specific)</b>	artefact century decade different evidence historian living memory modern now past present remember sequence similar source special		monarch Invade conquer coronation ceremony concentric castle stone keep gatehouse moat motte-and-bailey Norman		timeline date different decade present important modern evidence source beyond living memory preferred	
<b>Week 1</b>	LO: To discuss a favourite toy.		LO: To describe what a monarch is.		LO: To find out how schools have changed over time.	
<b>Week 2</b>	LO: To find out what toys our parents and grandparents played with.		LO: To explain why coronations take place.		LO: To investigate what school was like in the past.	
<b>Week 3</b>	LO: To investigate what toys were like up to 100 years ago.		LO: To explain how William the Conqueror became King of England.		LO: To investigate what schools were like in the 1900s.	

<b>Week 4</b>	LO: To compare toys from the past with modern toys.		LO: To identify how William the Conqueror built castles while ruling England.		LO: To compare a modern classroom with a classroom 100 years ago.	
<b>Week 5</b>	LO: To investigate how teddy bears have changed over time.		LO: To identify features of a castle that would be effective when defending against attacks.		LO: To compare three periods of time.	
<b>Week 6</b>	LO: To know how toys have changed over time.		LO: To suggest what a monarch was like in the past.		LO: To express a personal response to history.	

**Pakeman Primary School**  
**History curriculum - Year 1/2**  
Year B

<u>Year B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	This is me!	Animals	Explorers	The Circus	Inventions	Holidays
History unit of work	How am I making history?	Geography unit of work	How have explorers changed the world?	Geography unit of work	How did we learn to fly?	Geography unit of work
Key skills (overarching)	<ul style="list-style-type: none"> <li>Beginning to identify and describe changes in history over time</li> <li>Developing an understanding of key historical events and people</li> <li>Using terms like "past," "present," and "future" to talk about history</li> <li>Comparing daily life in the past and present (e.g., what children did in the past vs. now)</li> </ul>					
Key knowledge (overarching)	<ul style="list-style-type: none"> <li>Introduction to key events and the lives of historical figures</li> <li>Understanding historical events as stories with a beginning, middle, and end</li> <li>Learning about national celebrations like Remembrance Day</li> </ul>					
Key knowledge (topic specific)	<p>To know some similarities and differences between the past and their own lives.</p> <p>To know that a timeline shows the order events in the past happened.</p> <p>To know that 'the past' is events that have already happened.</p>		<p>To know some inventions still influence their own lives today.</p> <p>To know some achievements and discoveries of significant individuals.</p> <p>Sailing ships used to be used, now people travel on cruise ships, yachts and aeroplanes.</p>		<p>The first hot air balloon flight carrying two men took place in France in 1783.</p> <p>The Wright brothers were the first people to fly a plane on 17th December 1903.</p> <p>Wilbur was born in 1867 and Orville was born in 1871, in Ohio, America.</p> <p>Planes used to be made of wood and</p>	

	<p>To know that ‘the present’ is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that throughout someone’s lifetime, some things will change and some things will stay the same.</p> <p>To know that there are similarities and differences between lives today and lives in the past.</p> <p>To know that some people and events are considered more ‘special’ or significant than others.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking</p>		<p>Ships were not as fast as they did not have engines; therefore, it took longer to get to places</p> <p>In the past, maps were created by explorers, who sailed around the world discovering new land.</p> <p>Christopher Columbus went on a voyage to the Indies (Asia) in 1492 (over 500 years ago).</p> <p>He landed in ‘The Americas’ (which we call the Bahamas today).</p> <p>Matthew Henson and explorer Robert Peary said they were the first men to reach the North Pole in 1909.</p>		<p>paper, now they are made of metal and plastics.</p> <p>Bessie Coleman was the first black woman to get a pilot’s licence and she put on daring airshows for people to watch.</p> <p>Amelia Earhart was the first person to make a solo flight across the Atlantic Ocean.</p> <p>Two astronauts called Neil Armstrong and Buzz Aldrin became the first humans to walk on the surface of the Moon in 1969.</p> <p>Explain that at least 12 humans have visited the Moon since, with the last mission in 1972.</p> <p>To know that ‘historically significant’ people are those who</p>	
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	people who were there.				changed many people's lives.  To know that historians use evidence from sources to find out more about the past.	
<b>Key vocabulary (topic specific)</b>	celebrate change childhood different event family future lifetime living memory remember present past significant timeline		achievement coat of arms discovery equipment exploration explorer historical significance North Pole qualities resilience solo transport voyage yacht		Wright brothers Bessie Coleman Amelia Earhart Astronauts Neil Armstrong Buzz Aldrin pilot's licence eyewitness flight historic moon landings	
<b>Week 1</b>	LO: To develop an understanding of personal chronology.		LO: To know what an explorer is.		LO: To find out about the Wright brothers.	
<b>Week 2</b>	LO: To learn more about my history.		LO: To recognise the achievements of different explorers using photographs		LO: To develop an understanding of historical significance.	
<b>Week 3</b>	LO: To explore how we remember events.		LO: To record events on a timeline		LO: To investigate why Bessie Coleman is significant.	



<b>Week 4</b>	LO: To find out what childhood was like for our parents and grandparents.		LO: To use photographs to find out about the past.		LO: To develop an understanding of primary sources.	
<b>Week 5</b>	LO: To compare childhood now with childhood in the past.		LO: To recognise changes and similarities (continuities) over time.		LO: To investigate why we remember the Moon landing.	
<b>Week 6</b>	LO: To identify that some things change and some things stay the same.		LO: To describe the significance of some people and events within history.		LO: To place events on a timeline.	

**Pakeman Primary School**  
**History curriculum - Year 3/4**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	Stone Age to Iron Age	Journeys	Anglo Saxons	Mountains	Time-travellers	Rainforests
<b>Unit of work</b>	Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	Geography unit of work	How hard was it to invade and settle in Britain?	Geography unit of work	How have children's lived changed?	Geography unit of work
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Understanding chronology and ordering events</li> <li>Exploring key historical events and people in more detail (e.g., Ancient Egypt, Romans in Britain, Stone Age)</li> <li>Comparing different periods of history and recognising continuity and change</li> <li>Using a wider range of historical vocabulary to describe time and events</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>Deepening understanding of early civilizations (e.g., Ancient Egypt, the Romans, and the Anglo-Saxons)</li> <li>Exploring changes in society (e.g., how people lived in the past vs. now)</li> <li>Recognising key historical figures and events (e.g., Julius Caesar, Boudica, Cleopatra)</li> <li>Understanding the role of historical sources (e.g., looking at artifacts or written records)</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>Prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>From 900,000 years ago humans (Homo sapiens) lived in Britain.</p>		<p>The Roman army left Britain in AD 410.</p> <p>Britain was split into five main kingdoms: Northumbria, Mercia, Wessex, Kent and East Anglia.</p> <p>These kingdoms were established by AD 600.</p> <p>Anglo-Saxons did not settle in Scotland, Wales or</p>		<p>Childhood is the time between being a baby and a teenager; it is when children play and have fun with their friends, learn new things and have no big responsibilities.</p> <p>Roman and Tudor children went to school just like we do now; Tudor girls were not</p>	

	<p>The Stone Age consisted of three periods (the Palaeolithic, Mesolithic and Neolithic) and was followed by the Bronze Age and the Iron Age.</p> <p>The Palaeolithic period was by far the longest of the Stone Age periods.</p> <p>Stone Age houses were made from stone or wood; they usually had one room with a fire for heating and cooking.</p> <p>The Stone Age houses at Skara Brae had built-in stone furniture.</p> <p>The 'Amesbury Archer' was buried with over 100 items, including beaker pots, a knife, a cache of flints, a</p>		<p>Cornwall because these areas were harder to conquer.</p> <p>Sutton Hoo was constructed in about AD 627. The king buried at Sutton Hoo believe in Anglo-Saxon gods – he was buried with his possessions ready for the afterlife.</p> <p>A missionary would spread the message about Christianity across Britain.</p> <p>St Columba begin his mission in AD 563. Two other famous Christian missionaries were St Augustine of Canterbury and Saint Aidan.</p> <p>Alfred ruled the kingdom called Wessex.</p> <p>Alfred the Great beat the Vikings in AD 878 at the Battle of Edington.</p> <p>King Athelstan (Alfred's grandson) was the first king of a unified England.</p>		<p>always educated in schools.</p> <p>The Victorian period began in 1837, when Queen Victoria's reign began, and ended in 1901.</p> <p>Victorian children did various jobs including: Coal mine workers; textile mill workers; bird scarers; servants for wealthier families; chimney sweeps.</p> <p>Lord Shaftesbury tried to introduce a bill to reduce the time children could work each day to ten hours. It was made a law called the Factory Act in 1833.</p> <p>He believed education was the solution to poverty and set up 'ragged schools' to educate children in homes and halls after working hours.</p> <p>He pressured the government into passing the Coal Mines</p>	
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	<p>wrist guard and a cushion stone.</p> <p>Bronze axes and ploughs were more efficient than flint for clearing woodland to grow crops.</p> <p>Farming cattle and pigs was more reliable and less dangerous than hunting wild animals, and supplies of food could be built up and stored for winter.</p>				<p>Act of 1842 which stopped children under 10 and women from working in coal mines.</p> <p>In the Tudor period, many people died from a disease called 'the plague' which spread rapidly in cramped conditions. In the Victorian period, many people suffered from a disease called 'cholera' which spread through contaminated water.</p>	
<b>Key vocabulary (topic specific)</b>	<p>AD (Anno Domini)</p> <p>BC (Before Christ)</p> <p>age</p> <p>barter</p> <p>export</p> <p>historian</p> <p>import</p> <p>prehistory</p> <p>reconstruction</p> <p>settlement</p> <p>trade</p> <p>primary source</p> <p>secondary source</p>		<p>Angles</p> <p>Britons</p> <p>convert</p> <p>empire</p> <p>inference</p> <p>invasion</p> <p>Kingdom</p> <p>missionary</p> <p>paganism</p> <p>Pope</p> <p>Romans</p> <p>Saxons</p> <p>settlement</p>		<p>apprentice</p> <p>childhood</p> <p>continuity</p> <p>class</p> <p>deduction</p> <p>law</p> <p>master</p> <p>modern</p> <p>parliament</p> <p>poorer</p> <p>poverty</p> <p>servant</p> <p>significance</p>	

			settlers Vikings		wealthier working conditions	
Week 1	LO: To recognise the chronology and significance of prehistory.		LO: To understand why the Anglo-Saxons invaded Britain.		LO: To identify the continuities and changes to children's lives using a range of sources.	
Week 2	LO: To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.		LO: To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.		LO: To investigate why Tudor children worked and what working conditions were like.	
Week 3	LO: To use archaeological evidence to investigate the Bronze Age.		LO: To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.		LO: To research and record the working conditions of Victorian children using reports and images.	
Week 4	LO: To use deductions to explain how bronze transformed prehistoric life.		LO: To understand how Anglo-Saxons converted to Christianity.		LO: To evaluate Lord Shaftesbury's significance to children's lives.	
Week 5	LO: To understand the importance of trade during the Iron Age.		LO: To create an interpretation of Alfred the Great.		LO: To explore the changes in children's leisure time using a range of sources.	

Week 6	LO: To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.		LO: To understand how Anglo-Saxon rule ended.		LO: To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.	
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**Pakeman Primary School**  
**History curriculum - Year 3/4**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Ancient Egypt</b>	<b>Energy and power</b>	<b>Romans</b>	<b>Active Planet</b>	<b>Chocolate</b>	<b>Europe</b>
<b>History unit of work</b>	<b>What did the Ancient Egyptians believe?</b>	<b>Geography unit of work</b>	<b>Why did the Romans settle in Britain?</b>	<b>Geography unit of work</b>	<b>How did the impacts of the Ancient Maya impact their civilisation and beyond?</b>	<b>Geography unit of work</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Understanding chronology and ordering events</li> <li>Exploring key historical events and people in more detail (e.g., Ancient Egypt, Romans in Britain, Stone Age)</li> <li>Comparing different periods of history and recognising continuity and change</li> <li>Using a wider range of historical vocabulary to describe time and events</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>Deepening understanding of early civilizations (e.g., Ancient Egypt, the Romans, and the Anglo-Saxons)</li> <li>Exploring changes in society (e.g., how people lived in the past vs. now)</li> <li>Recognising key historical figures and events (e.g., Julius Caesar, Boudica, Cleopatra)</li> <li>Understanding the role of historical sources (e.g., looking at artifacts or written records)</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>Five important Egyptian periods were: the Old Kingdom, the Middle Kingdom, the New Kingdom, the Late period and Ptolemaic Egypt.</p> <p>Other world civilisations existed at the same time including: Ancient Greece; the Maya civilisation; the Bronze</p>		<p>The Romans invaded Britain to obtain natural resources: corn, sheep and wool, gold, silver, tin, lead and wood.</p> <p>They wanted to enslave Britons to carry out many types of work in the Roman Empire.</p>		<p>The Ancient Maya were from Mesoamerica, now Belize, northern Guatemala and southern Mexico.</p> <p>The Ancient Maya settled in the rainforest, with a wide range of animals and plants, high rainfall, and warm temperatures.</p>	

	<p>Age and the Iron Age in Britain.</p> <p>Egyptian civilisation ended with takeover by the Romans in 30 BC.</p> <p>The ancient Egyptians believed in many gods and goddesses (polytheism) who were responsible for all aspects of life.</p> <p>Egyptian gods had both human and animal features.</p> <p>The Pyramids of Giza were constructed from 2575 to 2465 BC on the western bank of the River Nile.</p> <p>The ancient Egyptians built the pyramids to store pharaohs' bodies in preparation for the afterlife.</p> <p>The Egyptians mummified the dead to preserve the body in the best possible condition, so it could</p>		<p>Boudicca was a Celtic queen in eastern England who rebelled against Roman rule in AD 60-61.</p> <p>She led 30,000 Iceni warriors to defeat the Romans in Colchester.</p> <p>the organisation of the Roman army contributed to the success of the Roman Empire.</p> <p>Legions contained 5,000 soldiers and were led by an officer called a legatus.</p> <p>The Roman army employed effective tactics in battle such as the wedge and the tortoise formations.</p> <p>Romans surrounded their camps with ditches and walls for protection.</p>		<p>The Ancient Maya had a creation story that they documented in detail in a manuscript called the Popol Vuh.</p> <p>Maya gods and goddesses included Chaac, the god of rain; Ixchel, the goddess of the moon, Kukulcan and the maize god.</p> <p>The Maya organised themselves in city states, which were independent kingdoms ruled by kings.</p> <p>Each city state had temples, plazas and markets where people could pray, have fun and buy items.</p> <p>City states worked together by trading goods and sometimes fought with each other.</p>	
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	<p>be reunited with the soul in the afterlife.</p> <p>Pharaohs and wealthy people were mummified.</p> <p>Book of the Dead was a series of written spells, which guided the dead to the afterlife.</p> <p>Egyptians used hieroglyphics as a writing system using symbols and pictures.</p>		<p>The Romans used coins made of bronze, silver or gold. They featured detailed designs, such as portraits of emperors, mythological figures or symbols.</p> <p>Romans used ceramic jugs for storing and transporting various liquids, such as wine, oil or grain.</p>		<p>Maya used temples and pyramids to worship; and to make the city look rich and fantastic for the King.</p> <p>The Ancient Maya consumed cacao as a drink.</p> <p>They developed a writing system, studied space and stars, mathematics and created a calendar system.</p>	
<b>Key vocabulary (topic specific)</b>	<p>afterlife</p> <p>Book of the Dead</p> <p>civilisation</p> <p>historically significant</p> <p>immortal</p> <p>mummification</p> <p>preserve</p> <p>Ra</p> <p>River Nile</p> <p>sarcophagus</p> <p>hieroglyphics</p>		<p>Boudicca</p> <p>empire</p> <p>invasion</p> <p>legacy</p> <p>settlers</p> <p>province</p> <p>Britannia</p> <p>Gaul (France)</p> <p>legion</p> <p>Celts</p> <p>tribes</p> <p>kingdoms</p>		<p>achievement</p> <p>afterlife</p> <p>ancient</p> <p>civilisation</p> <p>creation</p> <p>currency</p> <p>decline</p> <p>gods/goddesses</p> <p>ritual</p>	
<b>Week 1</b>	LO: To know when and where the ancient Egyptians lived.		LO: To understand why the Romans invaded Britain.		LO: To evaluate the challenges of early settlement.	
<b>Week 2</b>	LO: To explain the importance of the Egyptian gods and goddesses.		LO: To create a visual interpretation of Boudicca.		LO: To infer how the Ancient Maya valued and used cacao.	

Week 3	LO: To evaluate the challenges of building an Egyptian pyramid.		LO: To understand how Roman soldiers were equipped for war.		LO: To describe the role of the Ancient Maya gods and goddesses.	
Week 4	LO: To explain how and why the Egyptians mummified people.		LO: To understand Roman army battle formations.		LO: To develop recording skills through exploration of Ancient Maya inventions.	
Week 5	LO: To make inferences about Egyptian beliefs using primary sources.		LO: To make inferences about life in Roman times.		LO: To make deductions about an Ancient Maya city.	
Week 6	LO: To evaluate significant ancient Egyptian beliefs.		LO: To identify the Roman legacy in Britain.		LO: To analyse historians' viewpoints on the decline of the Ancient Maya cities.	

**Pakeman Primary School**  
**History curriculum - Year 5/6**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Ancient Greece</b>	<b>Weather and climate</b>	<b>Vikings</b>	<b>Antarctica</b>	<b>Windrush</b>	<b>Citizens of the World</b>
<b>History unit of work</b>	<b>What did the Ancient Greeks ever do for us?</b>	<b>Geography unit of work</b>	<b>Were the Vikings raiders, traders or something else?</b>	<b>Geography unit of work</b>	<b>Reclaiming narratives: The Windrush Generation</b>	<b>Geography unit of work</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Understanding more complex historical concepts such as cause and effect, significance, and perspective</li> <li>Analysing and comparing multiple historical events and figures (e.g., World War 2, Ancient Greece, the Vikings)</li> <li>Developing a more detailed understanding of historical periods (e.g., how political, social, and cultural changes impacted people's lives)</li> <li>Using historical evidence to make judgments about past events and developments</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>A broader range of history, including detailed study of British history (e.g. the Viking invasion, World War 2)</li> <li>Exploring the role of key figures in shaping history (e.g. Winston Churchill)</li> <li>Studying the achievements and contributions of ancient civilizations (e.g., the Greeks, the Sikh Empire)</li> <li>Understanding the significance of major historical events (e.g., the Battle of Britain, the Battle of Hastings)</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>The six ancient Greek periods were: Minoan, the Mycenaean, the Dark Ages, the Archaic period, the Golden Age and the Hellenistic period.</p> <p>Ancient Greek civilisation existed at the same time as Ancient Egypt, the Maya civilisation and</p>		<p>The Vikings were from Norway, Sweden and Denmark.</p> <p>They raided Lindisfarne in AD 793, and returned to raid annually until AD 865.</p> <p>They invaded Britain in AD 865.</p>		<p>The Caribs and the Arawaks lived in the Caribbean long before Europeans arrived.</p> <p>The transatlantic slave trade carried around 3million people to the Caribbean from Africa.</p>	

	<p>the Bronze Age and the Iron Age in Britain.</p> <p>Greece is made up of 80% mountains and 6000 islands; it is surrounded by sea on three sides: the Ionian Sea, Mediterranean Sea and Aegean Sea.</p> <p>Ancient Greece was organised into city-states which were isolated from each other geographically and had different laws: Athens, Sparta, Olympia, Delphi, Corinth and Knossos.</p> <p>Athens had a form of democracy; a monarch ruled Corinth; others, like Sparta, had an oligarchy (rule by a few).</p> <p>City-states spoke different dialect forms and found it challenging to</p>		<p>Vikings established trade routes across Europe and Asia to exchange goods.</p> <p>Vikings established communities in many places, including the city of York (which they called Jorvik) in England.</p> <p>Vikings navigated along trading routes by observing the sun, stars, landmarks and using tools such as sundials.</p> <p>Viking sagas are narrative tales from the Norse and Icelandic cultures.</p> <p>Leif Erikson sailed across the ocean long before Christopher Columbus. Their longships, which were technologically advanced, allowed them to travel vast distances.</p>		<p>Enslaved people were used to farm cash crops such as sugar for Europe.</p> <p>There were slave rebellions by people who refused to live in these conditions.</p> <p>Samuel Sharpe led one of these rebellions in Jamaica in 1831-2 in which 60,000 slaves fought back.</p> <p>The Slavery Abolition Act of 1833 saw slavery ended throughout the British Empire.</p> <p>In America, it continued until 1865.</p> <p>HMS Empire Windrush in 1948 was just one of the boats which brought migrants from the Caribbean.</p> <p>The Windrush Scandal saw</p>	
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	<p>understand each other.</p> <p>Athenian democracy was the first form of democracy. It consisted of: the assembly; the council; and the courts. Men over 20 could vote.</p> <p>Many Greek philosophers' ideas are still discussed and used today; Greek mythology forms the basis of many modern books, films and games.</p>		<p>Vikings controlled a large part of England known as the Danelaw, which had its own laws and customs. The name comes from the Danes, one of the Viking groups.</p> <p>The Vikings founded Dublin in Ireland, one of their major ports and trading posts.</p>		<p>thousands of British citizens being sent away from the UK and wrongfully discriminated against for being 'illegal'.</p>	
<b>Key vocabulary (topic specific)</b>	<p>ethics</p> <p>government</p> <p>philosophy</p> <p>oligarchy</p> <p>democracy</p> <p>Hellas</p> <p>Classical period</p> <p>city state</p> <p>Athens</p> <p>Sparta</p> <p>Persia</p>		<p>exchange</p> <p>trade route</p> <p>sagas</p> <p>Leif Erikson</p> <p>Longboat</p> <p>sundials</p> <p>Jorvik</p> <p>Lindisfarne</p> <p>Norway</p> <p>Denmark</p> <p>Sweden</p>		<p>Caribbean</p> <p>Caribs</p> <p>Arawaks</p> <p>Transatlantic immigration</p> <p>Mother Country</p> <p>Empire Windrush</p> <p>Scandal</p> <p>Hostile environment</p> <p>Notting Hill Carnival</p>	
<b>Week 1</b>	<p>LO: To understand where and when the ancient Greeks lived.</p>		<p>LO: To explain when and why the Vikings came to Britain.</p>		<p>LO: To question different accounts of Caribbean history.</p>	

<b>Week 2</b>	LO: To understand the importance of the Greek gods.		LO: To evaluate Viking stereotypes using sources.		LO: To interpret primary sources about slavery.	
<b>Week 3</b>	LO: To identify similarities and differences between Athens and Sparta.		LO: To investigate the importance of Viking trading routes.		LO: To learn about resistance to slavery in Jamaica.	
<b>Week 4</b>	LO: To understand how Athenian democracy worked.		LO: To compare different versions of Viking sagas and create a saga.		LO: To recognise features of Caribbean music.	
<b>Week 5</b>	LO: To understand the importance of the ancient Greek philosophers.		LO: To evaluate the impact of the Viking invasions and settlements on local communities in Britain.		LO: To design a costume for the Notting Hill Carnival.	
<b>Week 6</b>	LO: To identify and explain the achievements of the ancient Greeks.		LO: To evaluate achievements of the Vikings.		LO: To identify challenges faced by Caribbean migrants in Britain.	

**Pakeman Primary School**  
**History curriculum - Year 5/6**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>World War 2</b>	<b>Marvellous Maps</b>	<b>London</b>	<b>South America</b>	<b>The Sikh Empire</b>	<b>Food and farming</b>
<b>History unit of work</b>	<b>What was the impact of WW2 on the people of Britain?</b>	<b>Geography unit of work</b>	<b>What can the census tell us about local areas?</b>	<b>Geography unit of work</b>	<b>The Sikh Empire</b>	<b>Geography unit of work</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Understanding more complex historical concepts such as cause and effect, significance, and perspective</li> <li>Analysing and comparing multiple historical events and figures (e.g., World War 2, Ancient Greece, the Vikings)</li> <li>Developing a more detailed understanding of historical periods (e.g., how political, social, and cultural changes impacted people's lives)</li> <li>Using historical evidence to make judgments about past events and developments</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>A broader range of history, including detailed study of British history (e.g. the Viking invasion, World War 2)</li> <li>Exploring the role of key figures in shaping history (e.g. Winston Churchill)</li> <li>Studying the achievements and contributions of ancient civilizations (e.g., the Greeks, the Sikh Empire)</li> <li>Understanding the significance of major historical events (e.g., the Battle of Britain, the Battle of Hastings)</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>Neville Chamberlain declared war on Germany on 3 September 1939 after Germany invaded Poland, which Britain had promised to protect.</p> <p>Hitler invaded Czechoslovakia and Poland next, wanting to regain the territory taken from Germany after WW1.</p>		<p>The census collects information about people including a person's name, age, occupation, birthplace and relationship to the head of household.</p> <p>A census was not taken in some years, such as in 1941 during World War 2.</p> <p>Some problems with Victorian censuses were that they were</p>		<p>The Sikh Empire, founded in the early 19th century by Maharaja Ranjit Singh, was a significant power in South Asia.</p> <p>The Punjab is a fertile region in South Asia, including modern-day India and Pakistan.</p> <p>The Sikh Confederacy was a vast area in the Punjab region made</p>	

	<p>By the end of June 1940, Germany controlled France and much of northern Europe. Britain was the only remaining country fighting Germany.</p> <p>Germans wanted air supremacy over Britain so that when they began an invasion by sea, they would not face opposition in the air.</p> <p>Britain used radar, ground defences, military intelligence and fighter aircraft to develop an effective defence strategy and win the Battle of Britain.</p> <p>The Blitz began on 7th September 1940, with the Luftwaffe targeting London then other major towns and cities, ports and industrial targets.</p> <p>Of the 3.5million children evacuated,</p>		<p>hard to read because they were handwritten, they could have mistakes and the paper might have been damaged over time.</p> <p>To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.</p> <p>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>Education was more accessible to wealthier Victorians and gave them more job options.</p> <p>The suffrage movement comprised men and women who campaigned for</p>		<p>up of 12 small states called misls.</p> <p>Maharaja Ranjit Singh was a ruler in the Punjab, who was just 10 when he came to power.</p> <p>He ruled from 1801 to 1839, and united all the Misls under his authority. He was known as the Lion of Punjab; he was an absolute ruler in that he had all the authority to make decisions without consulting anyone else.</p> <p>Important trade routes included: the Silk Road, Khyber Pass; and Trans-Himalayan.</p> <p>Lahore was a significant trading centre.</p> <p>Maritime routes were a significant part of the Silk Road (or Spice Route) and</p>	
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	<p>some had positive experiences and were welcomed into new homes; some children had terrible experiences and were treated as extra labour.</p> <p>Britain started bombing military targets in March 1940 and then targeted Berlin in August.</p>		<p>women's right to vote.</p> <p>Emmeline Pankhurst founded the Women's Social and Political Union (WSPU) and used more aggressive tactics. People in this organisation became known as the suffragettes.</p> <p>Some women boycotted the 1911 census as a protest, which raised public awareness.</p>		<p>linked China to Japan, Indonesia, India and Europe.</p> <p>Maharaja Ranjit Singh united the Sikh Empire; he allowed people to follow their own religions, but was also an absolute ruler.</p>	
<b>Key vocabulary (topic specific)</b>	<p>Luftwaffe</p> <p>air raid</p> <p>Battle of Britain</p> <p>The Blitz</p> <p>evacuation</p> <p>evacuee</p> <p>impact</p> <p>propaganda</p> <p>purpose</p> <p>reliability</p> <p>bias</p> <p>propaganda</p> <p>evacuee</p> <p>billeting officer</p> <p>Kindertransport</p>		<p>decade</p> <p>historical enquiry</p> <p>occupation</p> <p>politics</p> <p>reliable</p> <p>scholar</p> <p>ditto</p> <p>occupation</p> <p>marital status</p> <p>suffrage</p> <p>Emmeline Pankhurst</p> <p>Women's Social and Political Union (WSPU)</p>		<p>Maharaja Ranjit Singh</p> <p>maritime routes</p> <p>monarchy</p> <p>Punjab</p> <p>remarkable</p> <p>respect</p> <p>significant</p> <p>Sikh Confederacy (Misl Confederacy)</p> <p>Sikh Empire</p> <p>society</p> <p>trade routes</p> <p>unification</p>	

<b>Week 1</b>	LO: To understand the causes of World War 2.		LO: To explore the purpose and creation of a census.		LO: To identify how unification around the Sikh Misl Confederacy happened.	
<b>Week 2</b>	LO: To understand how the Battle of Britain was won.		LO: To create questions about Victorian children using a range of sources.		LO: How did Sikh beliefs impact society?	
<b>Week 3</b>	LO: To make inferences about the Blitz using images.		LO: To explore the jobs available in the past using the census.		LO: To recognise the significance of Lahore as a trade centre in the Sikh Empire.	
<b>Week 4</b>	LO: To understand the emotions and experiences of children during the evacuation.		LO: To make inferences about women's lives in the 1900s using the census.		LO: To explain the significance of Maharaja Ranjit Singh and his impact on the Sikh Empire.	
<b>Week 5</b>	LO: To evaluate the accuracy and reliability of sources.		LO: To investigate how the census changed by following the life of Evelyn Dove.		LO: To evaluate different historical interpretations of the Sikh Empire.	
<b>Week 6</b>	LO: To identify the impact of WW2 on women's lives.		LO: To conduct an enquiry about my local area using the census.		LO: To identify the significant achievements of the Sikh Empire.	
<b>Week 7</b>	LO: To explain why migrants came to Britain during and after the war.		N/A		N/A	