 **Weaver Primary School** Deep Learning Curriculum: **History**

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| EYFS | * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
* Understanding the past through settings, characters and events encountered in books read in class and story telling
* Talk about the lives of the people around them and their roles in society
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| Themes | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| London (including Great Fire)Our Local History (Including Great Fire)Old and New Toys – What has changed? | Changes within Living MemoryLives of Significant People | Changes in Britain – Stone to Iron AgeThe Romans’ Impact in BritainLocal History – including The Battle of Nantwich | Invaders/Settlers – Anglo Saxons and VikingsAncient Egypt | Ancient Greece The Changing Power of Monarchs including Victorian Britain | Significant turning point in British History – Battle of Britain, WW2Ancient civilisation - Maya |
| Curriculum objectives | * changes within living memory
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* significant historical events, people and places in their own locality
 | * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong,]
 | Prehistoric Britain* Changes in Britain from Stone Age to Iron Age

Invaders including Romans, Anglo Saxons and Vikings* The Roman Empire and its impact on Britain
 | Invaders including Romans, Anglo Saxons and Vikings* Britain’s settlement by Anglo Saxons and Scots
* Struggle for the Kingdom of England to the time of Alfred the Great

Ancient Civilisations* Achievements of the earliest civilisations – in depth study of Ancient Egypt
 | Ancient GreeceStudy of Ancient Greek life and achievements and their influence on the Western World A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066The changing power of monarchs using Victoria as a case studyVictorian Britain | Local History Study* A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066 (World War 2)

A non-European society that provides a contrast with British History* Study of The Mayan Civilisation AD900
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| Vocabulary | Nantwich, local, history, old, new, before, after, past, present, a long time ago, then, now, olderSamuel Pepys, The Queen compare, similar, change, different, materials. | Nantwich, local, history, old, new, before, after, past, present, a long time ago, then, now, olderPunch and Judy, deck chair, pony ride, beach hut, seaside, trains, lighthouse, bathing machines, fish and chips, amusements, pier, promenade, Scarborough, Lives of significant people – explorers, astronauts, caregivers, sports people, inventors, engineers, artists, musicians, scientists, writers.e.g. Christopher Columbus, Neil Armstrong, Tim Peake, Robert Falcon Scott, Florence Nightingale, Mary Seacole, Alexander Graham Bell, Grace Darling. | Stone age, Palaeolithic, Mesolithic, Neolithic, prehistory, timeline, artefacts, stone, spears, cave paintings, Skara Brae, hammer stone, Stonehenge, flint fur pelt, Neolithic man/woman, farming, agriculture, extinct, club, huts, quern stone, hunter gatherer, primitive, caveman, tribe, hunting, forage, trap, fireCelt, Roman, Boudicca, Rome, Italy, Dewa, Gaul, mosaic, history, timeline, numerals, aqueduct, latrine, Colosseum, Amphitheatre, chariot, gladiator, slave, soldiers, Julius Caesar, Emperor, chariot, gladius, testudo, trebuchet, pilum, centurion, runes, King Prastutagus, roundhouse, farmers, settlement, hill fort, Druid | Jewellery, burial, soldier, warrior, farmer, Athelstan, Alfred the Great, longboat, runes, invade, settle, sword, axe, shield, archer, thatchPyramids, coffin, Egypt, hieroglyphs, cartouche, sphinx, pharaoh, Tutankhamen, mummification, Canopic jar, afterlife, scroll, vizier, reed, Nile, goddess. ruler, dynasty, symbol, burial, kingdom, divide, god, tomb, preserved, authority, history, ancient, modern, BC, AD, beliefs.**To be tinkered with.** | Alms-houses, London, convent, coronation, courtiers, freeman, monarch, Queen, reign, Albert, Victoria, cholera, typhoid, sewers, empire, shilling, cane, industrial, marbles, Dr Barnardo, steam, census, Empire, democracy, slaves, government, agora, oligarchy, City-state (polis), Athens, Sparta, Persian, Hoplite, Olympics, stadium, Marathon, gymnasium, Amphitheatre, Acropolis, Parthenon, Corinthian Column, Doric Column, Aristotle, Socrates, Geometric, vessel, Archaic, Classical, and Hellenistic Trojan Horse, catapult.**Some vocabulary to change.** | Allied Powers, Axis, telegram, Winston Churchill, Axis Powers, Adolf Hitler, Fuhrer, Germany, France, Spitfire, Messerschmitt, ARP, rationing, evacuee, Blitzkrieg, Kristallnacht, Kindertransport, Sir Nicholas Wintern, Concentration camp, D-Day, Dunkirk, Leningrad, Pearl Harbour, Battle of the bulge, Gestapo, Luftwaffe, Nazi, RAF, V-E Day, propaganda, Plus: dates, time period, era, chronology, continuity, change, century, decade, legacy, Fred Catherwood, **Mayan vocabulary needed.** |
| Enrich  | Nantwich Museum and Town Walk | Llandudno residentialManchester Airport visitSpaceport | Chester Roman TripCave paintings | Liverpool World Museum | Visit to Quarry Bank Mill | Visit to Prisoner of War Camp, Eden Camp, Malton – York residentialVE day party/Evacuee day |
| Opportunities for historical enquiry | • Ask and answer questions • Understand some ways we find out about the past | • As in Year 1 plus, • Choose and use parts of stories and other sources to show understanding* What makes a person a significant individual? Compare explorations by Christopher Columbus with Neil Armstrong
 | • Identify historically significant people and events in situations e.g. Julius Caesar• Identify and give reasons for, results of, historical events, situations, changes | • Describe/make links between main events, situations, and changes within and across different periods/societies • Describe social, cultural, religious and ethnic diversity in Britain & the wider world | • Understand how knowledge of the past is constructed from a range of sources – different viewpoints about the construction of the railways• Selecting and organising relevant historical information – create timelines of British Monarchs | • Regularly address and sometimes devise historically valid questions What were the main causes of WW2? What was the main turning point? What impact did propaganda play in winning the war?• Construct informed responses |
| Chronological knowledge and understanding | • Develop an awareness of the past • Use common words and phrases relating to the passing of time | • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods - Invite Grandparents in to talk about holidays when they were young | • Continue to develop chronologically secure knowledge of history • Note connections, contrasts and trends over time | • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied | • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods | • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods |